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ABSTRACT

This report discusses improvements in Buffalo, New York, public schools since 1976, the first year of a court-ordered desegregation plan. Problems, solved and ongoing, are identified and programs addressing them are described. Recommendations are offered for further advancement, and projections about the future of Buffalo schools are also discussed. Following a preface and introduction, which describe central concerns and summarize findings and recommendation, the report is divided into 12 sections dealing with the following topics: (1) dropouts; (2) attendance; (3) testing patterns; (4) enrollment; (5) awards; (6) magnet schools; (7) staff development; (8) parent involvement; (9) suspensions; (10) meeting the needs of handicapped students; (11) improving school quality; (12) improving the school itself; and (13) fiscal management. Since 1976, despite serious budget limitations, Buffalo schools' desegregation programs have improved black students' scores in reading and mathematics. But significant problems remain--further integration is required and black children still are disproportionately represented in suspension and dropout statistics. Also provided are profiles of various elementary and high schools illustrate a variety of school improvement programs. (KH)

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BUFFALO PUBLIC SCHOOLS ACTION PLAN

August 26, 1986

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SUPERINTENDENT'S ACTION PLAN

Buffalo is rapidly approaching the sesquicentennial year of its school system. The panic of 1837, 150 years ago, brought about the closing of private schools in Buffalo and the forming of a comprehensive public school system. The school system slowly grew until the 1890's when enactment of the free textbook law and compulsory public school education stimulated the building of the high school system in Buffalo starting with Masten Park and Lafayette. The 1920's, boom years, brought about the greatest school building program in the history of the city of Buffalo, accommodating the spurt in school population in Buffalo which peaked in the mid 1930's at 93,000 students. The 1960's and early 1970's brought about great changes in the Buffalo schools including a massive drop in population. A loss of confidence in public school education in Buffalo mirrored the national trend of school disruption, demonstrations, and decline in reading and mathematics achievement as measured by standardized tests. The old school buildings of Buffalo showed decay and the inevitable comparisons were made with the gleaming glass structures of the expanding suburban school systems.

April, 1976, brought about court ordered desegregation to the Buffalo Schools. Many in the Buffalo area viewed the prospect of integrating Buffalo schools with great apprehension. Fortunately, court ordered integration ushered in an era of positive change in the school system.

In one move, the closing of 24 old school buildings, the problem of deteriorating buildings was pared to a manageable size. The loss of students from the school system slowed and, in some years, reversed so that the Buffalo Public Schools in the last five years holds the best retention record of any public school system in Erie County. This phenomenon is unique among public school systems undergoing court ordered desegregation.

Reading and mathematics achievement scores improved dramatically. Large numbers of students from private and parochial schools attracted by the well publicized magnets entered the public school system; the dropout rate improved, particularly for black students, and attendance for all students improved.

A fortuitous and surprising development occurred as a result of this integration effort. Seven public schools were named by the Commissioner of Education of New York State as schools of excellence, five receiving national honors from the U.S. Secretary of Education, more than any other school system in the nation. Favorable national publicity focused on the successful integration effort making the Buffalo Public Schools a model for the entire nation.

In looking back over the ten years of desegregation, the school system has improved in many ways which will be described in the following document.

If the purpose of desegregation was to right the wrongs suffered by Black children, many successes are obvious. Black children have shown gains in reading, mathematics, attendance and dropout statistics. However, the task remains unfinished. It is apparent that, although the gains have been substantial, significant gaps remain. Constant attention must be paid to truly integrate the schools so that minority and majority children can reap the full benefits of an integrated school system. An Integration Concerns Committee has been established in both elementary and secondary schools to accomplish this purpose. Vigilance must be exercised to prevent, through indifference or design, resegregation in schools, either in fact or in spirit.

Black and other minority children still are represented disproportionately in suspension statistics and the number of suspensions has increased significantly in the last few years. Part of this is because of changes in the law, but the area of suspensions must be scrutinized thoroughly for possible discrimination, and I will recommend community, parent and professional committees convene to remedy this important problem. Black and minority children are still disproportionately referred and placed in classes for the handicapped. Despite the fact placement in a class for handicapped children will bring with it additional resources and assistance, this disproportion must be examined carefully for bias. I will recommend parent, community and professional groups to study this problem.

Recent alarming statistics indicate that the economic plight of our Black citizens in Buffalo is, indeed, serious. A Black youthful dropout will have his problems compounded by the sparsity of opportunity for him in Buffalo. Special attention should be paid in the school system to the problems of the Black child to be certain that 10 years after the Buffalo court order and 30 years after Brown v. Board of Education, he is not forgotten and is not permitted to achieve his potential. This would certainly be at direct odds with the intention of the litigation and the remedy. I am prepared to recommend the exertion of a major effort in this area. The resources of the school system and the entire community should be marshalled toward this goal.

Finally, the report outlines a large number of programs to continue the gains and set the agenda for the next ten years. The Buffalo Public School System has achieved national acclaim in the last few years. Using any measure, the system has done this on a limited budget. Nothing can be more important to the City of Buffalo than the continued improvement of the school system into the next century.

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INTRODUCTION

Accelerating change has become the norm. The impact which changing science and technology are having on our day-to-day lives is reaching into all areas - the arts and humanities, our jobs, and careers, social and political relationships, recreation, and education. No longer can schools expect to teach students everything they will need to know for a particular field or for holding a particular job until retirement. Knowledge is doubling at a fantastic rate as new research and discoveries are disseminated. People are changing careers and jobs as requirements change, areas become obsolete, and heavy industry and farming needs decrease in relation to service industries and information handling. People are being asked, especially in democratic societies, to make decisions based on increasingly complex and interdependent issues.

What this means is that the task of schools has become much more difficult and much more exciting. Certainly basic skills, understandings, and competencies are still critical and fundamental, perhaps more than ever before. But areas and skills that once were considered desirable for the academically talented are now considered necessities for all. The abilities to continue learning throughout life, to use higher-order reflective thinking and problem solving techniques, to be creative and adaptable, and to maintain a realistic personal balance and sense of self-esteem are now fundamental to every individual's well-being

It is in light of such awarenesses that the Buffalo City School District is examining its current program and planning its long-term future. It is in view of the desire to offer all students, majority and minority, learning disabled and gifted, every possibility for maximum development that Buffalo Schools are assessing and evaluating themselves. And it is in the interest of continuous and meaningful improvement that Buffalo is targeting specific concerns for immediate action.

All of this is being done within a framework of collaboration and cooperation - students, parents, staff, and community working towards providing the best possible education. It is also being done in the firm belief that every student, without exception, is able to learn what he or she needs for life.

OVERVIEW OF THE BUFFALO CITY SCHOOL DISTRICT

1976 - 1986

Looking back on the ten years since 1976 and the inception of the Buffalo Public Schools' court-ordered desegregation, change is noteworthy, both in the plotted steps forward and the resulting gains made.

In the process, a heavily segregated school system became one which is not only in compliance with U.S. District Court orders, but also is probably the largest and most successful desegregated district in the nation. The school closings, rezonings, beginnings of magnet schools, early childhood centers, grades 3-8 Academy Schools - all were conceived as moves which would perdure and stand the tests of time and social change. All of these plus the establishment of neutral sites, special funding through E.S.A.A., inservice education for school personnel, new vocational and technical programs, and restructured high school districts are, by now, familiar to all observers as successful desegregation techniques. Compliance was reached and the burden was borne equally by the minority and majority school population. The goals could not have been reached without a good school/community climate, without warm and voluntary espousal of the plan and, cooperation and virtual co-sponsorship by both majority and minority parents and their children.

All of the foregoing now appear commonplace; but what may not be as well known are the gains which were concomitant to the primary goals. Affirmative action plans were initiated, developed, and sustained. Academic achievement has improved significantly.

Education of the handicapped has made definite progress. Bilingual programs have been the target of intense scrutiny and have undergone many structural changes. Attendance statistics show a substantial gain and, at the present time, are averaging 91.79% on a city-wide basis. An Alternative High School has proved to be an extremely successful adjunct to our regular high school program and has addressed the early leaver problem. Buffalo Schools scored very high in the New York State Education Department's CAR (Comprehensive Assessment Report) and the recertification program of high schools.

A large undertaking in staff development resulted from the felt needs which arose as the desegregation process evolved. A substantial portion focused on providing teachers and administrators with materials, strategies, and techniques designed to detect and meet the needs of children with special learning problems and/or behavior problems. Additionally, an Integration Concerns Committee composed of teachers and administrators is promotion intergroup understanding among students and staff. Over the past several years, workshops have been developed in such relevant areas as Affective Education, Teaching, and Reaching the Inner City Child, On-site Multicultural Education Curriculum Infusion, Improving Students' Self Image, Understanding and Coping with the Adolescent Student and Human Growth and Development. This process, involving thousands of teachers and administrators, also addressed: The Mildly Handicapped in the Regular Classroom, Ethnic Literature, Women Artists, Literature by Black Writers, and New Regulations for Handicapped Students. In addition, a Teacher Center was established to provide staff training twelve months a year to meet the challenge of understanding and meeting the needs of students.

The Buffalo Public Schools submitted fourteen applications to the New York State Education Department nominating district schools for the New York State and National Elementary and Secondary School Recognition Program. Applications detailed information for each building: Identification of educational needs of students, school programs, policies and practices, rewards and incentives for students/teachers, fostering positive school climate, community support and involvement, overcoming past problems, awards and honors. These are stringent criteria to apply to any school district.

Five Buffalo schools won awards in nation-wide competition: School 54 ECC, Houghton Academy, West Hertel Academy, Futures Academy, and the Science Magnet School. School 56, Frederick Law Olmsted School, received a New York State award. (See Section E.)

A special effort has been made over the past ten years to secure funding for special programs in Bilingual and English as a Second Language (ESL) to provide extended services to minority children. Bilingual grants (Title VII ESEA) are highly competitive on a national basis, but the Buffalo District has been very successful on a regular basis. District programs include:

- The Bilingual services in Pupil Service Centers, guidance counseling, pupil personnel services, and resource teachers for secondary limited English proficient (LEP).

- A special Early Childhood Program serving Cambodian, Laotian, Vietnamese, and Italian LEP children.

- The Bilingual Desegregation Support Program serving Hispanic students at Bilingual Magnet, Early Childhood Center #36, and the Herman Badillo Community School #76.

- The Alternative High School bilingual satellite.

Since the court order was first issued on April 30, 1976. significant and relevant curricula have been developed. These materials address minority group needs directly and indirectly and are designed to assist teachers in instructing children with special needs. Topics range from specific ethnic studies to telecommunications in the arts.

In the fall of 1985, the Buffalo Board of Education adopted a secondary school improvement program called Project BEST$_T$ (Buffalo Educators Study Teaching Together). This involves professional development and state-of-the-art research on "teaching skills" - behaviors which a teacher must have to maximize student learning. An Essential Elements of Instruction workshop was held. topics in the basic program include: teaching to an objective, formulating an objective at the correct level of difficulty, monitoring students learning and then adjusting lesson presentation, and the effective use of the principles of learning and professional peer coaching.

The Buffalo Teacher Center now offers a program designed to provide teachers with strategies and techniques for dealing effectively with students who have learning problems and/or behavior problems.

SETRC (Special Education Training and Resource Center) staff provides varied offerings to both regular and special educators on the needs of the handicapped students and effective mainstreaming.

In cooperation with the State University of New York at Buffalo staff, the Buffalo Public Schools are developing a program (through a planning grant provided by New York State) which addresses the needs and concerns of high-risk students to assure their completion of diploma requirements. At present, SUNY at Buffalo and Buffalo Public Schools jointly operate a summer teacher training program, the Western New York Teacher Institute.

During desegregation efforts, the Buffalo Public Schools were made aware of a number of alternative approaches to curriculum planning through the National Diffusion Network (NDN) and were able to replicate a number of these nationally validated exemplary programs in Magnet Schools, Early Childhood centers, Academies and neighborhood elementary schools.

The Buffalo Public Schools have made a concerted effort to ensure that textbook selections reflect fair, accurate, and balanced treatment of women and minority group members. Contributions of women and minorities, fully integrated groupings and social relationships, and balanced historical perspectives assist in establishing selection criteria.

Buffalo undertook many actions which helped immeasurably in desegregating the Buffalo Public Schools through Emergency School Assistance Act funds:

- Human relations training for bus aides, drivers, school aides, cafeteria personnel, parent groups, professional staff, and secretarial staff
- Specialized training for teachers in the Montessori Magnet School

There were significant gains in: student achievement, parental involvement, and student involvement.

Since the institution of California Test of Basic Skills (CTBS)/Stanford Achievement Test (SAT) series two years ago, it has been noted that students in grades 1-8 have demonstrated a significant gain in reading and math achievement as compared to the results of previous achievement test series.

Project Early Push, begun in Buffalo, New York, in April, 1966, originally was conceived to be a pre-kindergarten intervention program that would provide disadvantaged children with enrichment experiences in order to increase their success in school. As the project grew in size and scope, it evolved into an educationally-oriented, developmental preschool with parent participation and staff inservice training components of equal importance. Project Early Push has been the recipient of numerous awards, recently being recognized by the U.S. Department of Education.

The Imagination Celebration came to Buffalo,May 16-23, 1986. The Celebration was Buffalo's replication of the John F. Kennedy Center's annual Arts Education Program. Every spring, the Buffalo Public Schools will hold a festival, a showcase of the ways in which the arts can be made an even more essential and integral part of the education of young people.

The Buffalo City School District has worked with a number of cultural organizations; these include the Albright Knox Art Gallery, the Botanical Gardens, the Buffalo Museum of Science, Historical Society, Theater of Youth, the Buffalo Philharmonic Orchestra, Young Audiences of Western New York, Tifft Farms, the African Cultural Center, Puerto Rican Cultural Center, Writers, Poets and Artists in Residence, and the Buffalo Zoological Society. Cooperative planning and staff development programs have led to the creation of a variety of successful programs.

In sum, many good things have happened and have been made to happen since 1976.

TARGET CONCERNS FOR ACTION
AND
SUPERINTENDENT'S RECOMMENDATIONS

During the 1986-87 school year, the following concerns will be targeted for specific attention and action:

1. Lowering dropout rates
2. Raising attendance rates
3. Improving basic skill competencies as measured by standardized tests and increased passing rates on final exams
4. Stability of enrollment - Impact Statement
5. Renewing magnet program awareness and implementing new magnet programs
6. Expanding our district program for staff professional development
7. Increasing parent involvement in school councils and school activities
8. Reducing suspensions
9. Examining the identification procedure for children with handicapping conditions
10. Continuing the Board of Education commitment to excellence and improving all schools in Buffalo
11. Improving plant

12. Continuing modernizing our data processing word processing, and office staff operations

DROPOUT RATES

It is true that only one school in the district has been identified by the State Education Department as having a dropout rate high enough to be considered a problem. It is a fact that the district dropout rate for 1985-86 school year was only 5.2%. But the reality is that any dropout is a tragedy. Any person without a high school diploma is at a distinct disadvantage in today's society, and in the future, such a disadvantage will become even more acute. The only reasonable goal in light of such an awareness is to reduce dropouts to zero. While this might seem an impractical objective in a district the size of Buffalo, the true dropout problem does not deal with a district. It deals with individual students.

The Superintendent, therefore, recommends that for individuals who may already be dropouts, we go forward, in cooperation with the Equal Opportunity Center, with a program whereby 18 to 21 year olds can receive not only a high school equivalency, but a regular high school diploma. And in dealing with individuals still in our schools, we shall increase our efforts to resolve personal problems, to examine specific situations, and to help each person remain in school until the completion of requirements for a diploma. New and expanded programs include NFL goals, Hispanic Dropout Prevention, Community Action Organization/ Attendance Improvement, SEED, PASS, STEP and a new association with Buffalo State College and the State University of New York at Buffalo. See Section A of this report for details.

ATTENDANCE RATES

Over the last several years, Buffalo's average daily attendance rate has risen consistently. For 1985-86, the rate stands at 91.79%, and it now represents the best such rate for any large urban district in the State. As the rate increases, it becomes more difficult to sustain continued improvement. But this is such a critical area that no school system can afford to rest on past achievement. Nor can one afford any cessation of focus on this problem which, once again, ultimately becomes one of individual rather than district proportions. Our objective in this area is, therefore, to attempt to improvement in each student's attendance rate.

The Superintendent, therefore, recommends several specific actions. First, we shall carefully examine and improve district attendance recording and reporting procedures to assure that all student attendance is correctly recorded and that parents become aware of any potential problems as soon as possible. Second, we shall expand the work of our AIM team which has already demonstrated considerable success in working with attendance problems. (See Section A.) Third, we shall complete planning and begin implementation with the Community Action Organization of an additional model designed to improve individual attendance. The fourth initiative will expand the extremely effective program which we have piloted with early childhood victims of sickle cell anemia. With the total involvement of parents, young students who might miss many days of school due to illness are able to keep their work on grade level. We shall explore implementing this program for other chronically ill students and for high residents. Finally, we shall initiate a planning committee to begin new instructional programs for another group of students who have traditionally demonstrated poor attendance patterns and those students who fail a grade. The special program which we are considering would help these students return to their regular grade level in, at most, two years, thereby reinforcing positive self-esteem and encouraging regular, productive attendance. Data included in Section B.

TESTING PATTERNS

In grade 3 PEP reading, the district performance improved 8%. In 1976, 68% of the students were at or above the state reference point. In 1986, this percentage has grown to 76%.

In grade 3 PEP mathematics, performance jumped from an already high 78% above the state reference point to an even higher 92%, an improvement of 14%.

In grade 6 PEP reading, the district performance grew 23% over this period from 53% above the state reference point in 1976 to 76% in 1986.

In grade 6 PEP mathematics, a performance level of 54% in 1976 grew to 91% in 1986, an increase of 37%.

Passing Rates on Final Exams

Although passing rates on exams are but a single measure of learning in any particular course, those rates are an important measure of overall success and achievement. In some subject areas, our rates have been outstanding; but in other areas, the rates indicate a definite need for carefully and considerable extra effort. In an attempt to raise those rates which have fallen below what is considered an acceptable level, we shall work from two perspectives.

The Superintendent recommends first that new attempts be made to assure that the emphases of various final exams are, in fact, addressed in classes throughout the school year. The objective is to attain greater correlation between course content and activities and exam content and questions. Second, we shall attempt to use intermediate testing and evaluation measures to identify particular areas of difficulty for individual students. Those areas can then be targeted for special attention with an increased or different instructional thrust and, hopefully, result in improvement in final exam scores. Both of these techniques are included in the program of professional development (Essentials of Instruction) being coordinated by our Curriculum Department, and they will also be topics of concern in the services of our Teacher Center.

Regents Exams and Regents Diplomas

There is often concern that not enough students are receiving Regents diplomas or taking Regents exams. We have been reducing the number of areas in which local exams are offered as alternatives to the Regents, and we will continue to examine carefully the instances in which this is appropriate. In many instances, however, local exams are given because of the unique nature of the subject or specialization, or because the specific course is more advanced than the normal Regents syllabus and its corresponding Regents exam.

The Superintendent recommends that we continue to urge and guide students in the selection of courses and schedules that will keep open the broadest range of options for diplomas and for assurance of success in future educational and career objectives. The importance of holding high expectations for students has been documented through research,and this, too, is one of the major emphasis of the Essentials of Instruction program. We will increase the awareness of students, parents, and community in regard to the appropriateness and applicability of Regents Exams and diplomas. For parents, this may be done through special workshops. We will strive to increase our numbers of students writing Regents exams where such increases are, in fact, desirable and to explain and be proud of those instances where local testing is a distinct advantage and local diplomas represent a meaningful and necessary alternative.

Using Evaluation Results

We have just completed a change to new standardized tests for measuring basic competencies in reading and mathematics. The State is beginning the implementation of new competency tests in science and social studies in addition to the reading, writing and mathematics tests which are already required. As foreign language requirements of the Regents Action Plan are implemented, tests in this area will also be added. For students in special bilingual or ESL (English as a Second Language) programs, other tests of English proficiency are already routinely administered. While all these tests may offer diagnostic information of considerable value, it has sometimes been true that the turn-around time for correction and the sheer volume of resulting data mean that little is actually done to change the student's instructional program based on the test findings. It is fundamental that there is little sense in doing any evaluation unless the results are used to improve future actions.

The Superintendent recommends, therefore, that we target this area in an attempt to improve reporting procedures to make them more timely. We shall examine alternative means, public and private, for test scoring and reporting in an attempt to find and implement a cost-effective, quicker turn-around.

Improving Basic Skills Competencies

Each year we have set as a priority the improvement of standard test results measuring student competency in the basic skills of reading, writing, and computation. The special emphasis of teachers, the increased awareness of parents, and the readily available help provided by such services as the Homework Hotline have all contributed to improving basic competencies. As a result, each year we have seen the test results improve. Although this is but one of our overall educational goals, it is one which will require continuous attention.

The Superintendent recommends that we include it as a continuing target for improvement in the coming school year. In still another thrust focused upon basic competencies, we shall pilot and evaluate the "Write to Read" program in six schools in 1986-87. Materials on testing patterns are contained in Section C.

STABILITY OF ENROLLMENT - IMPACT STATEMENT

The public acceptance of the Buffalo schools constitutes an unparalleled success story. The consensus of the national experts who have examined the district is that the Buffalo Public Schools are a model for the nation.

Our marvelous teachers and administrators have implemented exciting quality programs which have been embraced by parents, students, and the community as a whole. These programs not only attracted pupils who previously were enrolled in private and parochial schools, but also they have attracted back into the city others who relocate so that their children can enroll in the Buffalo Public Schools.

Our enrollment has stabilized and is growing at the lower grades. We have the second lowest decline of any of the twenty-nine surrounding school districts.

Kensington, Bennett, and Grover Cleveland High Schools have produced and are producing successful graduates who have excelled in all walks of life. Carefully designed programs must be added to these schools in order to stabilize the racial composition of their enrollments.

The Superintendent recommends that we move forward with the implementation of the Science-Mathematics magnet program at Kensington-SUNYAB and the Open Education High School program at Bennett-SUNYAB. He further recommends that the additional plans for increasing majority enrollments at Bennett, Kensington, and Grover be implemented including the formation of Kensington Prep which will be located at Archbishop Carroll or another suitable site.

MAGNET AWARENESS AND NEW PROGRAM IMPLEMENTATION

Some of our magnet schools have now been in operation for over ten years. Students who entered kindergarten at the same time as some of the magnets opened are now graduating from those programs. Instructional emphasis in many schools have been refined and improved. But it is also true that some of the programs have settled into a comfortable mode of operation without the same excitement, collaboration, and continuous evaluation that marked their beginnings. And some relatively new programs have not experienced the same attention and careful planning that were the hallmark of earlier magnets. During the past year, we began to work at a revitalization of some of those programs - International Studies at Bennett, Air Traffic Control at Burgard, several program areas at Performing Arts, and Aquatic Ecology at McKinley. Ongoing curriculum development at Montessori and Olmsted has been especially effective.

The Superintendent recommends that we examine all the magnet programs this year, re-emphasize goals and specialized instructional techniques, and rededicate efforts to maintain the uniqueness and quality of programs that are the reasons for existence and the centers of attraction for magnet schools. In addition, we shall begin implementation and continue planning related to our three newest programs - the da Vinci High School at Bennett SUNYAB, the Science and Mathematics High School at Kensington SUNYAB, and the Finance High School Program at Lafayette SUCNYAB. More information is included in Section F of this report.

STAFF PROFESSIONAL DEVELOPMENT

Last year marked the beginning of a major commitment by the Board to a program of continuous staff development. In cooperation with the State University of Buffalo and in light of extensive study and planning by a district-wide committee of teachers, administrators, and consultants, we embarked on an ambitious schedule of comprehensive professional development. This effort is significant not only because of its scope, but also because of its truly cooperative nature. Teachers and administrators are working together to study and improve the instruction presented to students and the learning achieved by students. The Teacher Center and SETRC have renewed and coordinated their inservice efforts, and the BEST_T program has established careful development and feedback mechanisms that are based at individual building sites.

The New York State Education Department blueprint for comprehensive school improvement has helped to support and accentuate the Buffalo Public Schools' goal of increasing school effectiveness. Research on what characterizes an effective school, and how school districts can assure the fostering on these characteristics has increased many fold. In collaboration with current researchers, Dr. Ruth Love, former Superintendent of the Chicago Public Schools, has developed a model for training administrators and teachers in the implementation of strategies, geared to assuring effective elementary school practices. Buffalo's elementary school principals will begin a pilot program, utilizing the LOVE MODEL, during the 1986-87 school year. Currently, effective educational research has been done on how students learn, and how teaching styles can, when applied correctly,maximize learning. Through the work of several researchers at St. John's University, a learning and teaching style compatibility approach has been published. A number of Buffalo elementary teachers have become proficient in the application of this approach and will conduct a pilot study in two Early Childhood Centers during the 1986-87 school year.

The Superintendent recommends the expanding and highlighting of all these efforts as we work to make ongoing staff development a normal and expected part of professional responsibility. Section G expands on staff development programs in Buffalo Public Schools.

PARENT INVOLVEMENT

Any attempts to improve conditions or results in schools must be cooperative and collaborative. Obviously, students and school staff are involved, but parents represent an additional necessary and integral component. Schools cannot accomplish their goals in isolation. Some of our buildings have active parent organizations and regular participation of parents in school planning, decisions, and activities. Other schools, however, have organizations which are relatively inactive or have low percentages of membership and/or participation. The same spread of conditions exists in programs and activities at the district level.

The increased involvement of parents is an especially critical area which has an impact on all aspects of our district goals and activities. Buffalo's cooperation with parents, and with the community in general, has been a continuing factor in the improvement of our schools and the increased achievement of our students. The partnership, however, must not only continue; it must expand to an even broader base of parents. This concern and each of the programmatic and organizational concerns mentioned above will be explained in greater detail.

The Superintendent recommends that we increase our efforts at all levels to communicate with parents, to seek their ideas and participation, to welcome and actively solicit their collaboration, and to assure that parents are, in fact, equal and integral partners in our attempts to provide the best possible education for all students. To this end, it is recommended that every Buffalo school will have a Parent Council and all their activities will be centralized in a Parent Activity Center that will foster cooperation among the various parent groups. Parent involvement is in Section H.

SUSPENSIONS

This is another area in which data are reported in school and/or district rates, but impact and long-range effect are measured in individual terms. There are many valid reasons and situations in which the option of suspension is either necessary or appropriate. But this is another case where any occurrence represents an undesirable state of events and where the action taken is usually symptomatic of some social situation or difficulty which has reached serious proportions. Particularly among our minority student population and among those students classified as handicapped, the number of suspensions has reached an unacceptable level.

The Superintendent recommends that we renew efforts to address any developing problems as early as possible, before their level of severity is such to warrant suspension. In cases where the actions requiring suspension are spontaneous, we shall work cooperatively with administration, instructional faculty, students, parents, and pupil personnel staff to arrive at an understanding and solution which mitigates against any future disciplinary actions. In other words, we shall make special efforts to reduce repeated suspensions for a particular student and to make suspensions the unusual and single occurrence, rather than the perceived normal course of action. Obviously, this is one area in which parent awareness and support are particularly critical. Our Intensified Instruction program and the options afforded within the Alternative High School will continue to be improved, modified, and expanded. But additionally, because this is a concern of special significance and impact, the Superintendent recommends formation of a special task force to explore the problems, investigate possible solutions, and suggest possible new courses of action including an "advocate/advisor" program. Suspensions are covered in Section I.

IDENTIFYING CHILDREN WITH HANDICAPPING CONDITIONS

New regulations and procedures of the State education Department are resulting in even more emphasis being placed on the special education student and his or her instructional program. The entire process begins with identification. In our attempt not to deny any children the particular support and help to which they are entitled, we have to guard against the premature placing of a student into a particular special education category rather than making an adjustment in his or her basic classroom experiences or modifications in the instructional approach or teaching style being utilized. Particularly in the classification which has been designated as EMR (educable mentally retarded), it appears that the number of students is skewed with respect to minority inclusion. This is a phenomenon reported in most urban settings.

The Superintendent recognizes that all current classification may prove to be correct, but he recommends that during this school year, we place a special emphasis on examining the relevant data to assure that such students are accurately identified. This should be facilitated by the consolidation of our seven Service Centers and our Placement Office into a single site at School 26. Striving to maintain their positive benefits and to minimize disruptions, we shall carefully continue our planning and implementation of the new Part 200 regulations. Finally, the Superintendent recommends formation of a new task force to investigate current actions and possible suggestions for improving the identification process. Section J contains more information.

IMPROVING SCHOOLS

In 1985-86, Buffalo began a comprehensive and careful plan to improve instructional programs in the five district schools which were identified by the State Education Department as CAR schools. The special effort in these buildings will continue during the coming academic year. Equally important is the proactive action begun in all other schools in the city. Every building is examining its strengths,weaknesses, and special problems and designing specific plans of action to maintain, improve, and solve each of the identified items. In this way, a continuous program of evaluation and improvement has begun.

In our attempt to be relevant in the area of occupational education, a panel of business and industry community leaders will format a program that will be reliable and valid in preparing students for employment in areas as divergent as aquatic ecology and robotics.

The Superintendent recommends that we continue this effort to make comprehensive assessment and review the norm, a proactive and ongoing process rather than a reactive process. We shall use CSIP (Comprehensive School Improvement Plan) procedures as a springboard for evaluation in all schools, and we shall increase parental involvement in the effort for constant betterment of our programs and procedures. Section K contains plans for improving schools.

PLANT IMPROVEMENT

Although there are many fine buildings in the Buffalo district, the fact remains that without an aggressive capital expenditure for structures, the average age of our schools will be 64 years at the turn of the century.

The advance of technology and its accompanying curricular implications must be matched in design, access, and ecological gains in structures that house our current and future programs.

The Superintendent, therefore, recommends that a total plan and timeline be established for the addressing of our immediate and long-term needs in regards to physical school plants. Expertise from the immediate community, comparable school districts nationwide, and university personnel will be solicited through a task force charged with detailing innovative means of housing our programs for the Twenty-First Century. See Section L.

MANAGEMENT IMPROVEMENT PROJECTS

There have been very significant gains in the areas of fiscal control. Daily recordkeeping, initial budgeting, timely encumberances, and front justified increases have all been addressed.

Liaison work in format and personnel communication with the City of Buffalo has been enhanced.

To achieve an on-line financial system efforts have focused on training, additional resources, consultants, and the selection of key personnel to assist in implementation.

The Superintendent lauds this progress and recommends that these and future objectives be pursued with great enthusiasm. See Section M.

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DROPOUT REPORT

In the memorandum, "Dropouts in the Buffalo Public Schools," plaintiffs are taking a seemingly guileless but nevertheless disingenuous romp through the mazes of still another "new" math.

Their formulae and conclusions which follow ignore reasonable and acceptable mathematical processes; plaintiffs are intent on avoiding the small error as they sweep on to major fallacies.

As a case in point, it is interesting and revealing to use the statistical method for determining dropouts as developed by plaintiffs on page 3 of the memorandum. Plaintiffs estimate a dropout rate of 33%-37% by substracting the 12th grade from the 9th grade four years later. Using the same rationale as plaintiffs, if the rate were 37%, the 1983-84 total would have been 9,828. In actual fact, the enrollment in grades 9-12 in 1983-84 was 14,560 or 6.7% less than in 1980-81.

A plaintiff-like comparison starting with the 6th grade is also in error as demonstrated below:

Year	Grade	Enrollment	Total System
1979-80	6	3,390	49,235
1980-81	7	3,582	
1981-82	8	3,296	47,174
1982-83	9	3,895	
1983-84	10	3,534	
1984-85	11	2,967	
1985-86	12	2,722	45,708
Difference 1979-80 to 1985-86		- 668 (-19.7%)	-3,527 (-7.2%)
Difference 1981-82 to 1985-86		- 574 (-17.4%)	-1,466 (-3.1%)

The dropout rate is not 6.7% over four years, nor 19.7%, nor 7.2%, nor 17.4%, nor 3.1%, nor is it 33-37%.

In responding to plaintiffs' memorandum, "Dropouts in Buffalo Public Schools," it is important, at the outset, to establish a working definition of a "dropout" as differentiated from someone who, for whatever reason, does not graduate from a Buffalo Public High School.

By definition, a dropout would be a student who leaves a Buffalo Public School before graduation because:

a. he/she is overage (17 years plus)
b. he/she has an employment certificate (16 years plus)
c. he/she cannot be located and/or has absconded
d. he/she has left to be married or because of pregnancy.
e. he/she has enrolled in a Buffalo Public School from a private or parochial school and leaves school before graduation because of A, B, or C.

A number of students fail to graduate from a Buffalo Public School, but do not fit into any of the above categories. These are students who:

a. leave to attend a public school outside of Buffalo
b. leave to attend non-public school outside of Buffalo
c. leave to attend a non-public school in Buffalo
d. are placed in an institution or residential setting (usually a correctional institution or because of a handicapping condition)

e. enter military service

f. enroll in a continuing education program

g. die

h. leave because of underage (5 years and under)

i. because of New York State's divorce law, are taken out of school and out of the city by one parent with no known forwarding address.

The New York State Education Department's Bureau of Pupil Services defines a dropout as a student who has left prior to graduation for any reason, except death, and, according to the school's best knowledge, has not gone on to an institution where his/her education can continue. Thus, by the State Education Department's definition, plaintiffs categorize as dropouts many students who are not dropouts in any correct sense of the word.

It is also appropriate at this point to note that Buffalo Public Schools rated very highly in the New York State Education Department's newly instituted Comprehensive Assessment Report (Appendix A-1). The report (CAR) ranks schools (and school districts) according to their record in a number of areas. These include size, socio-economic status, PEP scores, attendance, dropouts, Regents exam results, number of graduates, and kind of diplomas granted. CAR is, in essence, a state-wide gauge of a school or school district's effectiveness.

In 1985, the CAR results were published and are shown in the following listing. The CAR designated schools are those schools which need additional help and work to satisfy the State Education Department criteria. Very noteworthy is the fact that Buffalo and Rochester tied for the highest rating among the major cities in the state, both are 6% CAR designated schools.

CITY	TOTAL NUMBER OF SCHOOLS	NUMBER CAR DESIGNATED	% CAR DESIGNATED
Buffalo	77	5	6%
Rochester	48	3	6%
Syracuse	33	4	12%
Albany	15	5	33.3%
Yonkers	32	12	38%
New York	896	386	43.1%

NEW YORK CITY DISTRICTS

CITY		TOTAL # SCHOOLS	# CAR DESIGNATED	% CAR DESIGNATED
Manhattan District	# 1	18	14	78%
"	# 2	30	11	37%
"	# 3	22	13	59%
"	# 4	20	14	70%
"	# 5	16	9	56%
"	# 6	16	14	88%
"	High Schools	21	8	38%
Bronx Districts	# 7	22	18	82%
"	# 8	28	14	50%
"	# 9	33	27	82%
"	#10	31	22	71%
"	#11	30	5	17%
"	#12	23	20	87%
"	High Schools	17	13	76%

CITY		TOTAL # SCHOOLS	# CAR DESIGNATED	% CAR DESIGNATED
Brooklyn (Kings) Districts	# 13	22	11	50%
"	# 14	25	12	48%
"	# 15	25	8	32%
"	# 16	16	14	88%
"	# 17	22	15	68%
"	# 18	18	7	39%
"	# 19	27	19	70%
"	# 20	28	3	11%
"	# 21	28	3	11%
"	# 22	26	0	0%
"	# 23	18	18	100%
"	# 32	17	14	82%
"	High Schools	37	22	59%
Queens District	# 24	24	2	8%
"	# 25	28	0	0%
"	# 26	25	0	0%
"	# 27	24	7	21%
"	# 28	27	7	26%
"	# 29	28	5	18%
"	# 30	25	3	12%
"	High Schools	25	10	40%
Staten Island Richmond District	# 31	48	3	6%
"	High Schools	6	1	17%

The guidelines utilized by the CAR designated schools are the same as those used by all schools in Buffalo to develop Comprehensive School Improvement Plans (C.S.I.P.) (See Section K). Some of the areas covered in these plans address curriculum order and control, school climate, and administrative effectiveness. Short range and long range goals and objectives were stated for each.

Collaborative input in the planning was required; staff and parents were a part of the planning teams. In some schools, student input was used. Plaintiffs note that Riverside High School failed to qualify under State Education regulations regarding high dropout rates (10%). Riverside, as the Comprehensive Assessment Report (CAR) showed, had an 11% early leave percentage in 1983-84. Every high school principal submitted an analysis of their schools' early leavers and the efforts made to encourage each child to remain in school. An example of one school (Riverside High School) is included in Appendix A-II. As of June 30, 1986, Riverside reported a 5.3% early leaver percentage for 1985-86. Although Riverside was cited by CAR, it was re-certified by the State Education Department along with all other Buffalo Public High Schools which had dropouts as one of the passing criteria (see Section K for High School Re-registration plans).

The primary error in the memorandum is that in which plaintiffs insist upon using dropout accounting methods used by the National Center for Education Statistics. The first and most obvious reason why Buffalo does not use the United States Department of Education formula is that the New York State Education Department has its own formula for determining dropout rates and mandates its use in all New York School Districts. It is a formula which makes allowance for the myriad of extenuating factors involved in calculating the early leaver percentage factor and, because it is used throughout the state, provides a solid basis for comparing districts. The formula includes the number of early leavers reported on the Basic Education Data System (B.E.D.S.) forms in October of each school year divided by the total of 9th through 12th graders (with Special Education students).

Comparison of the data used in the New York State formula with that used in districts across the nation is difficult, if not impossible, because of differences in data gathering or design elements. For example, some districts report leavers for the September to June period only and use October enrollment as a base. This method does not account for children who decide not to return to school (non-returns) after June of a given year, but who have not yet graduated (this process is followed in Boston, Nashville, and Washington among others).

- Some districts report only grades 10-12; others report all secondary grades 7-12. If districts include grades 7 and 8, the dropout rate will always be lower because the typical 7th and 8th grader is not old enough to leave school voluntarily.
- Some districts report only the number of dropouts without reporting the enrollment (New Orleans and Oakland are in this category).
- Some districts do not give a definition of leavers. Comparison of dropout rates can be made across districts only if terminology is defined and reported (Miami, Milwaukee, New Orleans, Norfolk, St. Louis, and Seattle do not define leavers).

- Some districts report an annual rate, others report cumulative retention rates for grades 9-12. One district (Minneapolis) study followed 10th grade students through graduation, while another district followed ninth graders through a four year period (New York City).

The foregoing wide diversity of reporting techniques should be sufficient to negate any method which claims accuracy without making allowance for variables currently existing in major cities through-out the nation. In New York State, all cities, towns, and villages operate under the same New York State Education Department rules, guidelines and formula. Thus, Buffalo can be compared to Rochester, Yonkers, Painted Post, and Watertown because we are comparing oranges with oranges and not comparing fish with ping-pong balls.

Plaintiffs cite the effect that the New York Regents Action Plan would have on dropouts because of its proposed increased graduation requirements. Suffice it to say that plaintiffs' alarm is decidedly premature since the effect of the plan, implemented in 1985, cannot be known for another two or three years.

Plaintiffs' demonstration of what would happen to a hypothetical 9th grade class on its four year journey to graduation suffers more from sins of omission than from sins of commission. At first glance, the plan looks pure and simple. Yet, there are variable factors in people as well as in numbers. In this four year hypothesis, plaintiffs forgot many things and many children. First, there are those children who are retained in grades 9 or 10. A projection of an 8th grade into a 9th grade is a difficult task because the 9th grade figure is often swelled, in the total school ninth grade population, by as few as 400 or as many as 700 children who have been retained in grade. This number included mainstreamed handicapped pupils, failures, etc. Thus, comparing this ninth grade figure to the twelfth gives a very serious distortion. Students who, chronologically, may be in their fourth year of high school quite often are, taking courses at the tenth or eleventh grade level. These students cannot be counted as seniors because, depending on the number of credits earned, they are really only sophomores or juniors. These young people are obviously not early leavers.

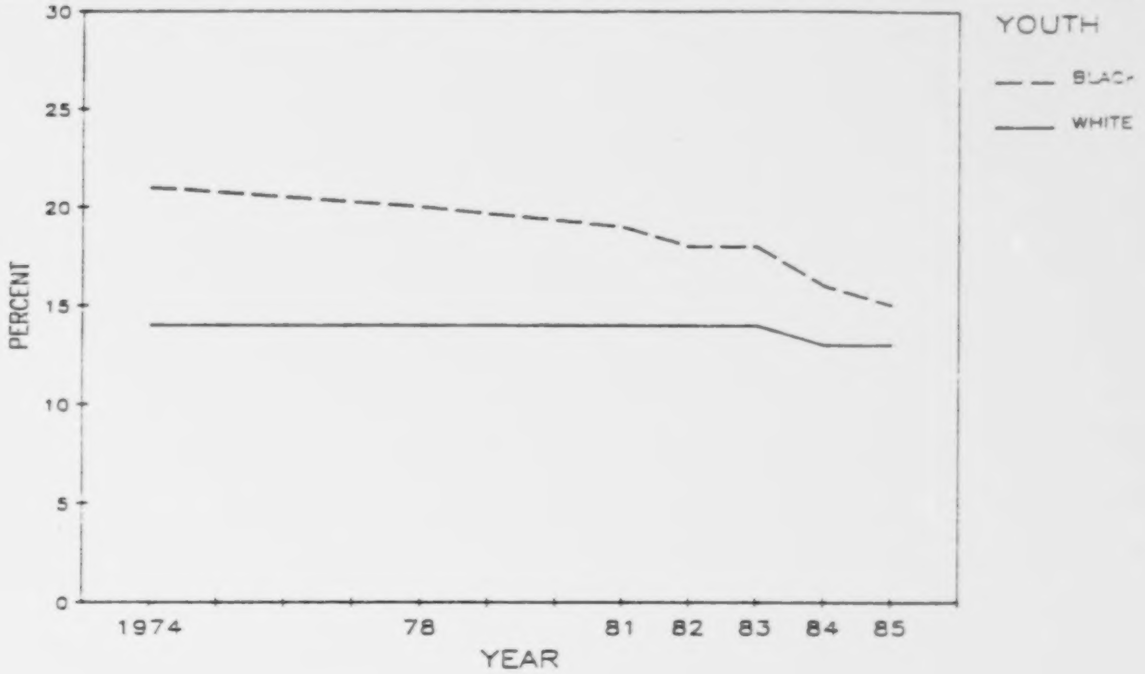
Plaintiffs' computations of dropout rates do not give even a remotely accurate count of dropouts or, for that matter, of attendance. Students leave the Buffalo Public Schools to attend private schools, parochial schools, suburban schools, or out-of-state schools. By the plaintiffs' calculations, these students would be considered dropouts. Similarly, the dropout rate must address the problem of pregnant females in our schools. Minority pregnant girls will usually attend St. Augustine School, while white pregnant females tend to stay out of school for a time, then return to high school to resume their studies. Once more, these students are not dropouts.

Plaintiff's calculations have a deceptively simple and uncluttered appeal. Unfortunately, the early leaver/dropout count is neither simple nor uncluttered. It cannot be dealt with in the simplistic, don't-bother-me-with-the-details fashion that plaintiffs suggest.

In the area of distribution of dropouts by race and the implications thereof for desegregation, plaintiffs, once more, are off track. Our computations for 1983-84 do show an increase for Hispanic students, but the black dropout figure is totally wrong, and indeed, is only 1.4% higher than the white dropout rate. The black early leavers total 10.7%, and the white total is 9.3%. The average figure for all dropouts is 10.3%, and for all minorities (American Indian, Black, Hispanic, and Asian), the rate is 11.2%. It would seem that not only are the plaintiffs' figures inaccurate, but also that inferences drawn are very much overdrawn and are really not a loud roar but a gentle purr. It seems ill advised to suggest that Buffalo seek counsel from San Jose and Little Rock. At last notice, both cities appear to be having considerable problems with their own desegregation plans. The chart on the next page from the United States Bureau of Labor Statistics showed that the white dropout rate has been steady for the past decade, while the black rate has declined.

Attached to this response are charts showing enrollment statistics which demonstrate clearly and conclusively that a drastic drop in student population is not occurring as the plaintiffs have proclaimed. Any method to be considered accurate must incorporate total enrollment. The pupil population in different groupings or configurations is, instead, decreasing slightly, holding fairly steady, or increasing.

FIGURE 1
DROPOUT RATES OF BLACK AND WHITE
YOUTH AGE 16 TO 24
(OCT. 1974 - OCT. 1985)



Note: For 1974, the black dropout rate covers "black and other races."

Source: Adapted from tabulations from the Bureau of Labor Statistics, Current Population Survey, October 1983-October 1985; and from Bureau of Labor Statistics Bulletin 2192, Special Labor Force Report 223, and Special Labor Force Report 180.

These statistics are grouped in four different modes - black enrollment total minority enrollment, non-minority enrollment, and total enrollment. These figures are presented in three different grades structures -- grades 7-12, grades 9-12, and grades 9-12, with Special Education students included. The breakdowns reveal the following.

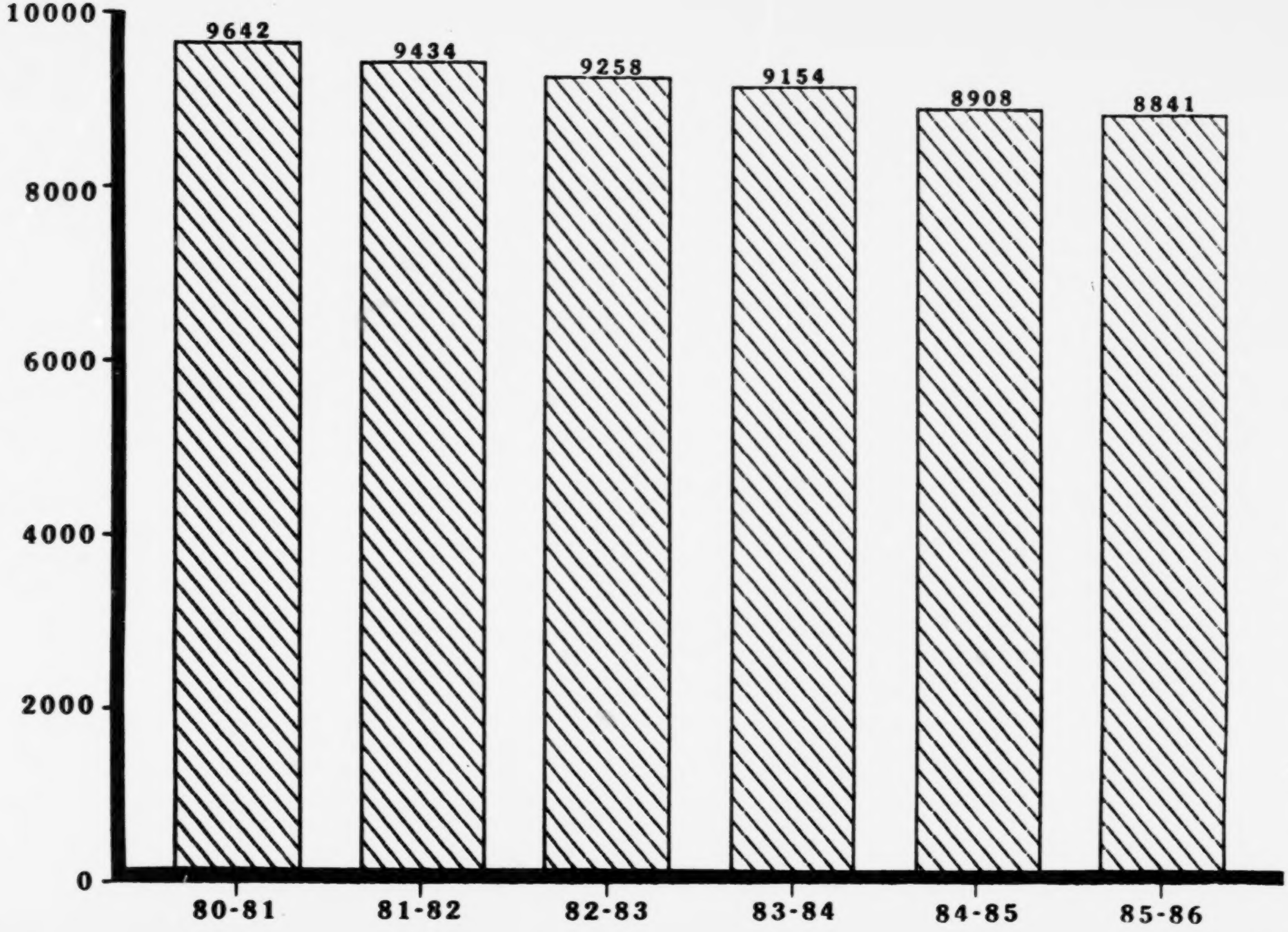
ENROLLMENT IN GRADES 7-12

From 1980-81 through 1985-86, the grade 7-12 black enrollment decreased from 9,642 to 8,841. These 801 students constitute a loss of 8.3% or an average of less than 2% per year.

- In the same period, the total minority population in grades 7-12 decreased by 663 students or 6.1%, an average of 1.2% per year. The non-minorities in grades 7-12 experienced a population decrease of 1,552 students or 14.9%, an average of 3% per year. The total enrollment in grades 7-12 decreased by 2,215 students or 10.4%, an average of 2.1% per year.

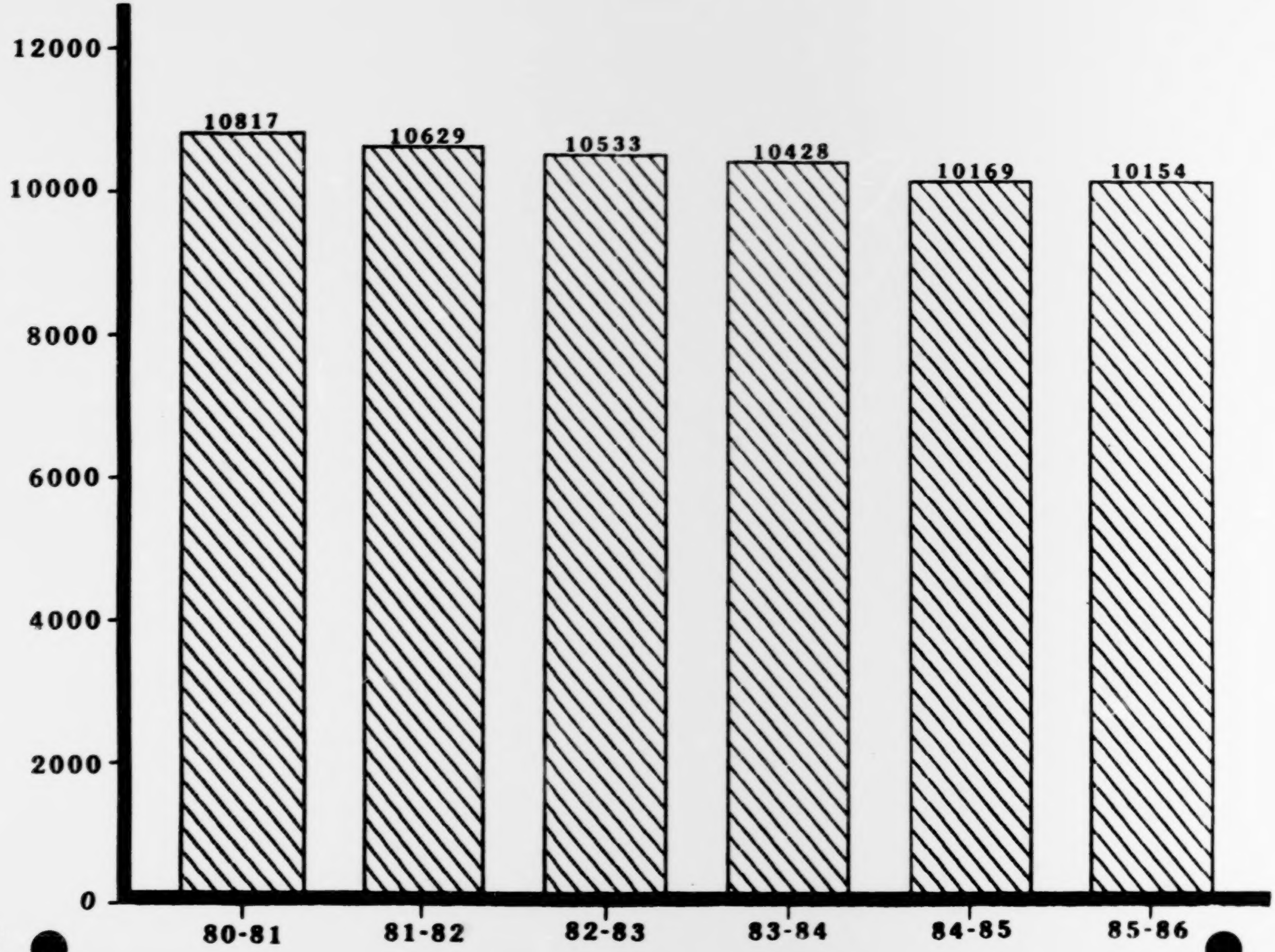
BLACK ENROLLMENT

GRADES 7-12



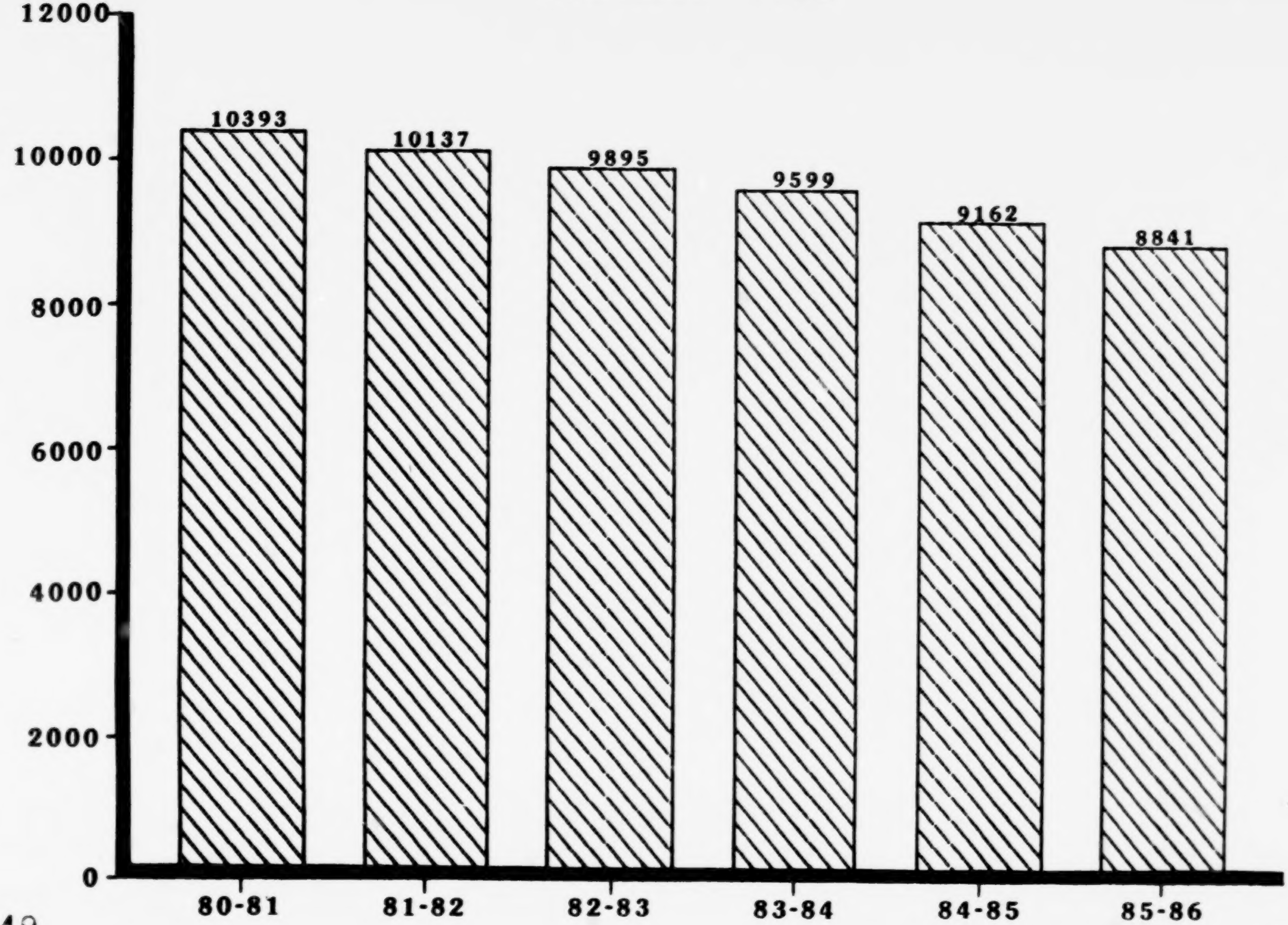
TOTAL MINORITY ENROLLMENT

GRADES 7-12



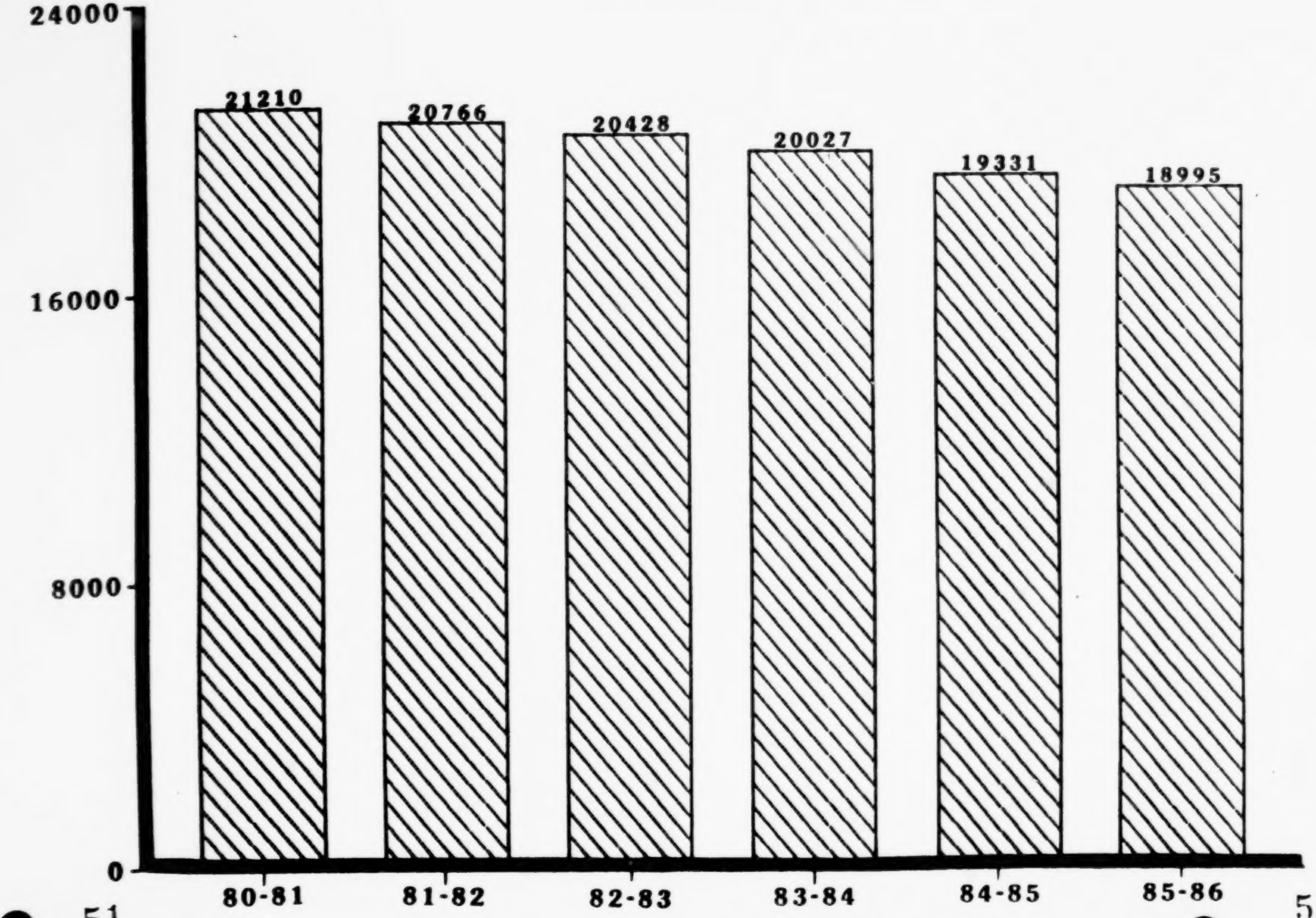
NON-MINORITY ENROLLMENT

GRADES 7-12



TOTAL ENROLLMENT

GRADES 7-12



ENROLLMENT IN GRADES 9-12 WITHOUT SPECIAL EDUCATION

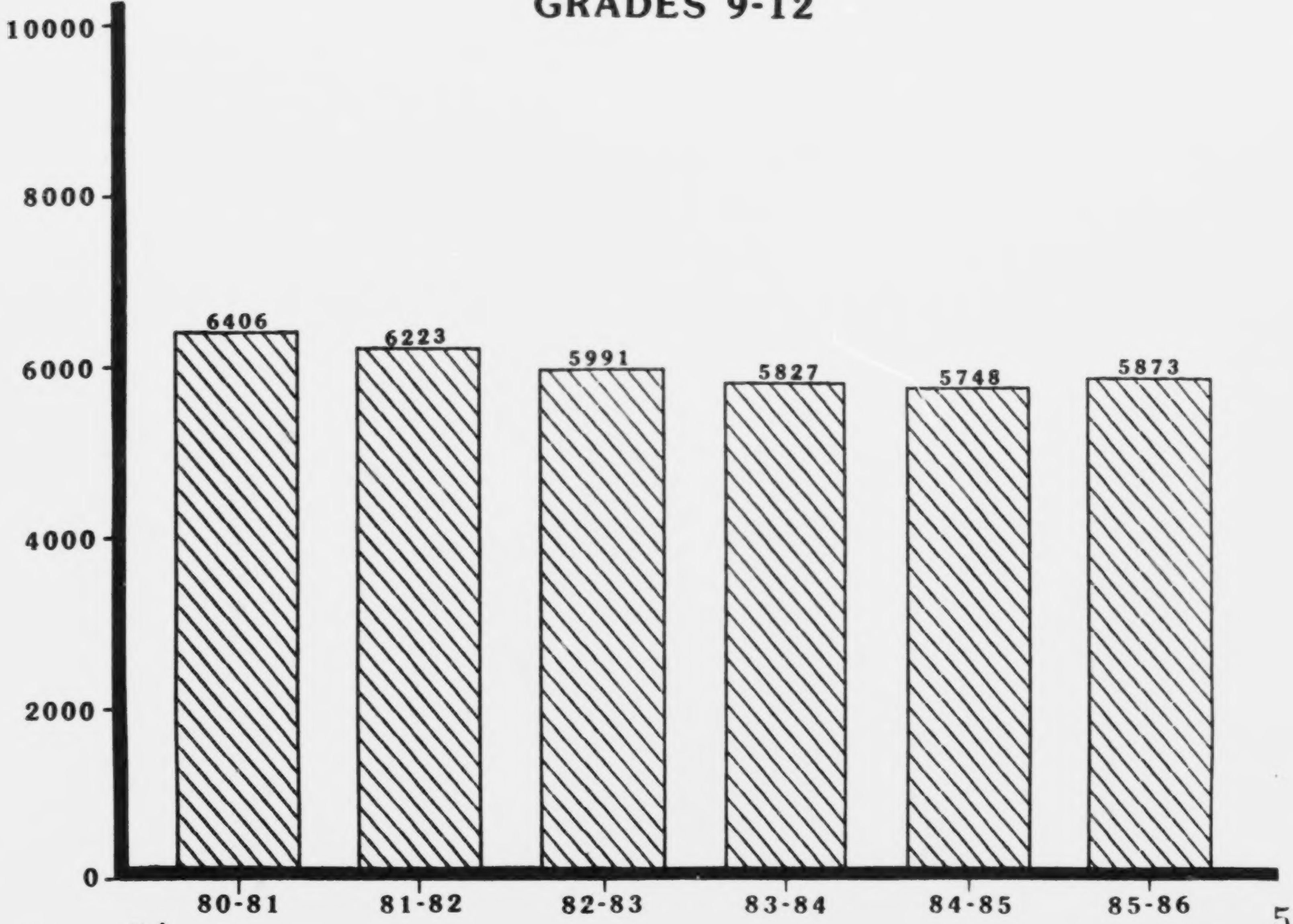
- 533 or 8.3% of the black student population constituted the enrollment decrease in the period 1980-81 - 1984-85, a decrease of approximately 2.5% per year. In 1985-86, an increase of 2.1% black students was realized.
- 552 or 7.8% of the total minority students constituted the enrollment decrease from 1980-81 to 1984-85, a decrease of 1.9% per year. In 1985-86, an increase of 138, or 2.1% total minority occurred.

An enrollment decrease of 1,136 non-minority students or 15.9% occurred from 1980-81 to 1985-86. This constitutes an average decrease of 3.2% per year.

From 1980-81 to 1984-85, the total enrollment without Special Education dropped by 1,575 students or 11.0%, an average of 2.7% per year. In 1985-86, enrollment figures show an increase of 25 students or .2%.

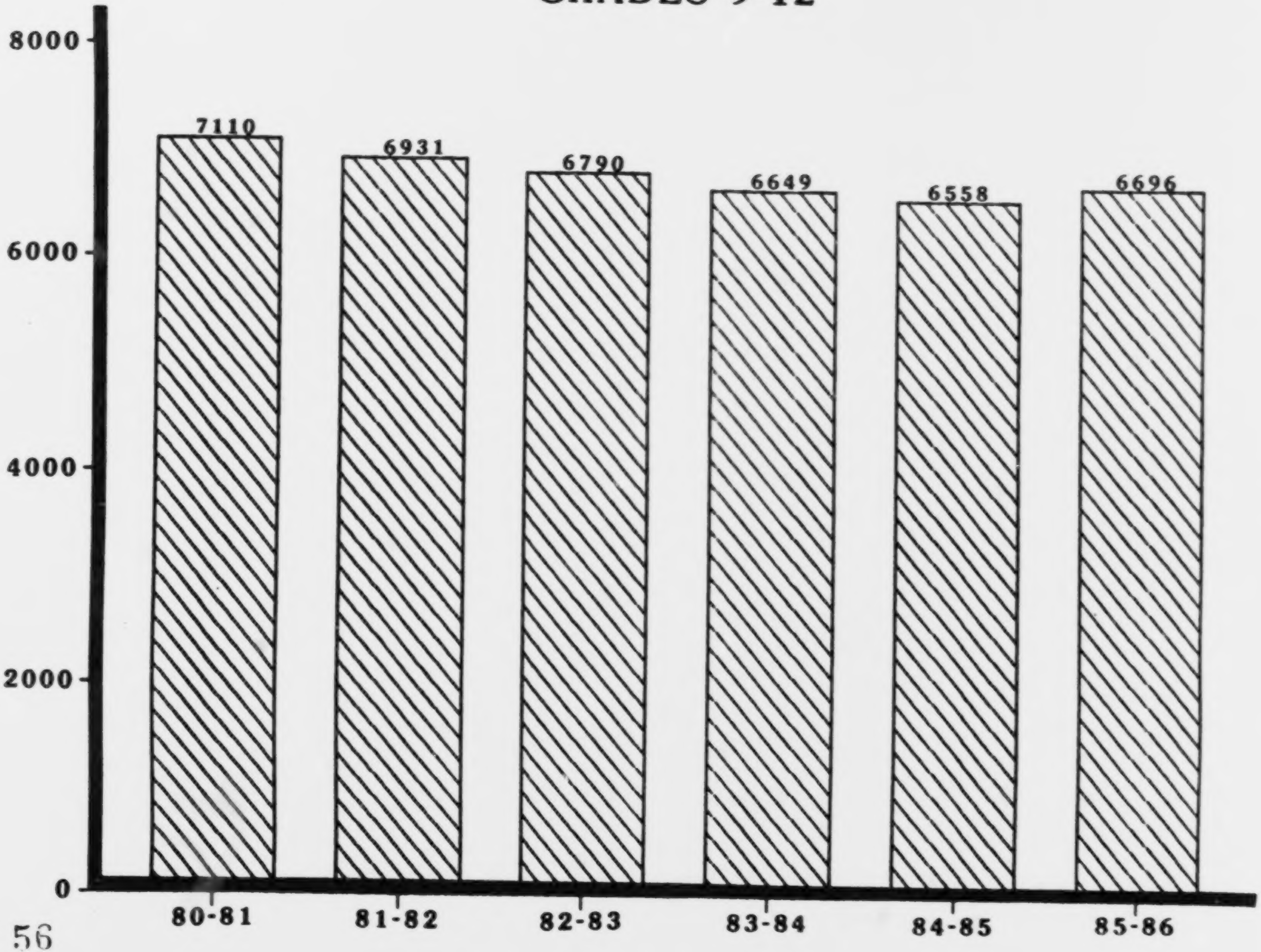
BLACK ENROLLMENT

GRADES 9-12



TOTAL MINORITY ENROLLMENT

GRADES 9-12



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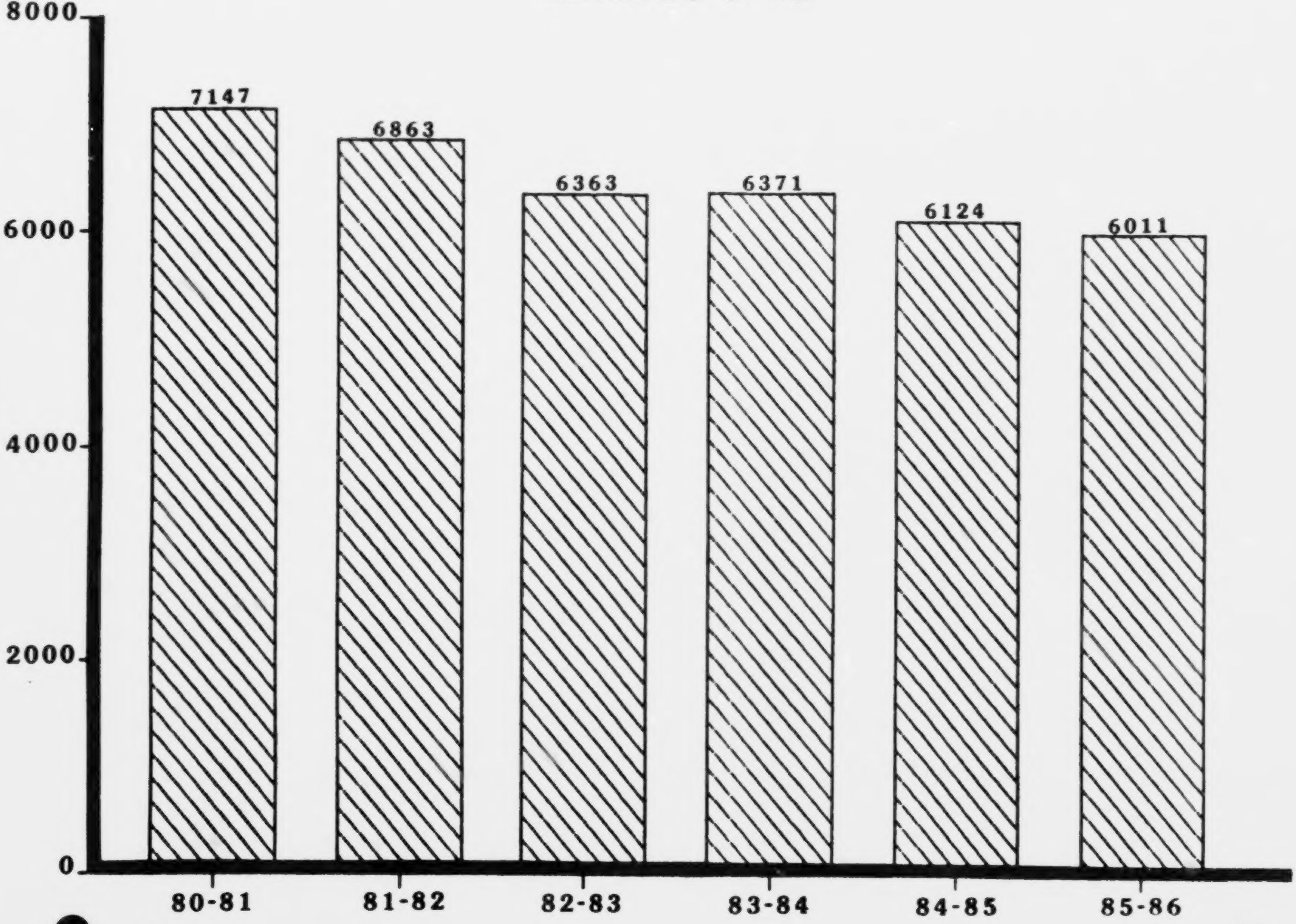
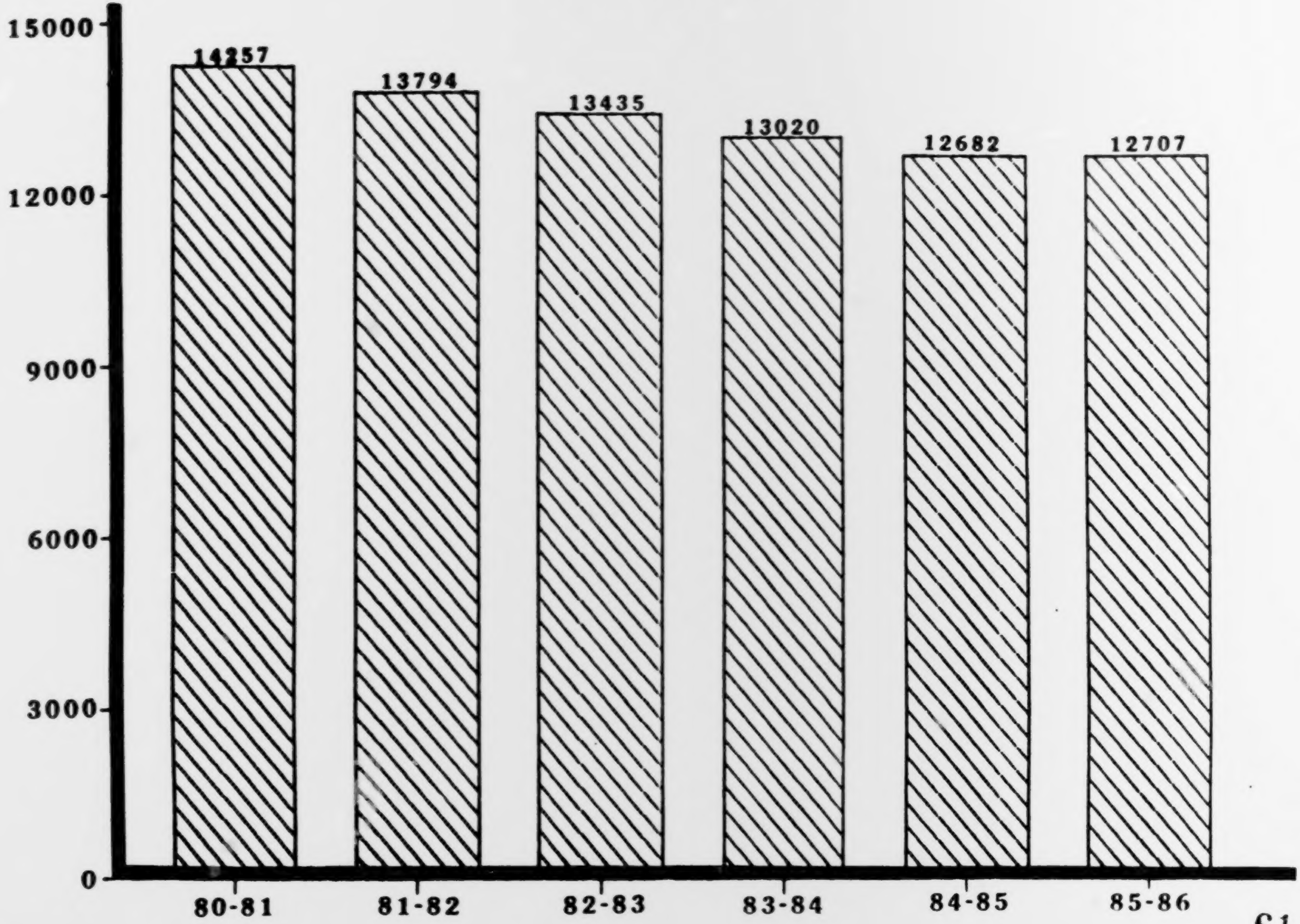
NON-MINORITY ENROLLMENT

GRADES 9-12



TOTAL ENROLLMENT

GRADES 9-12

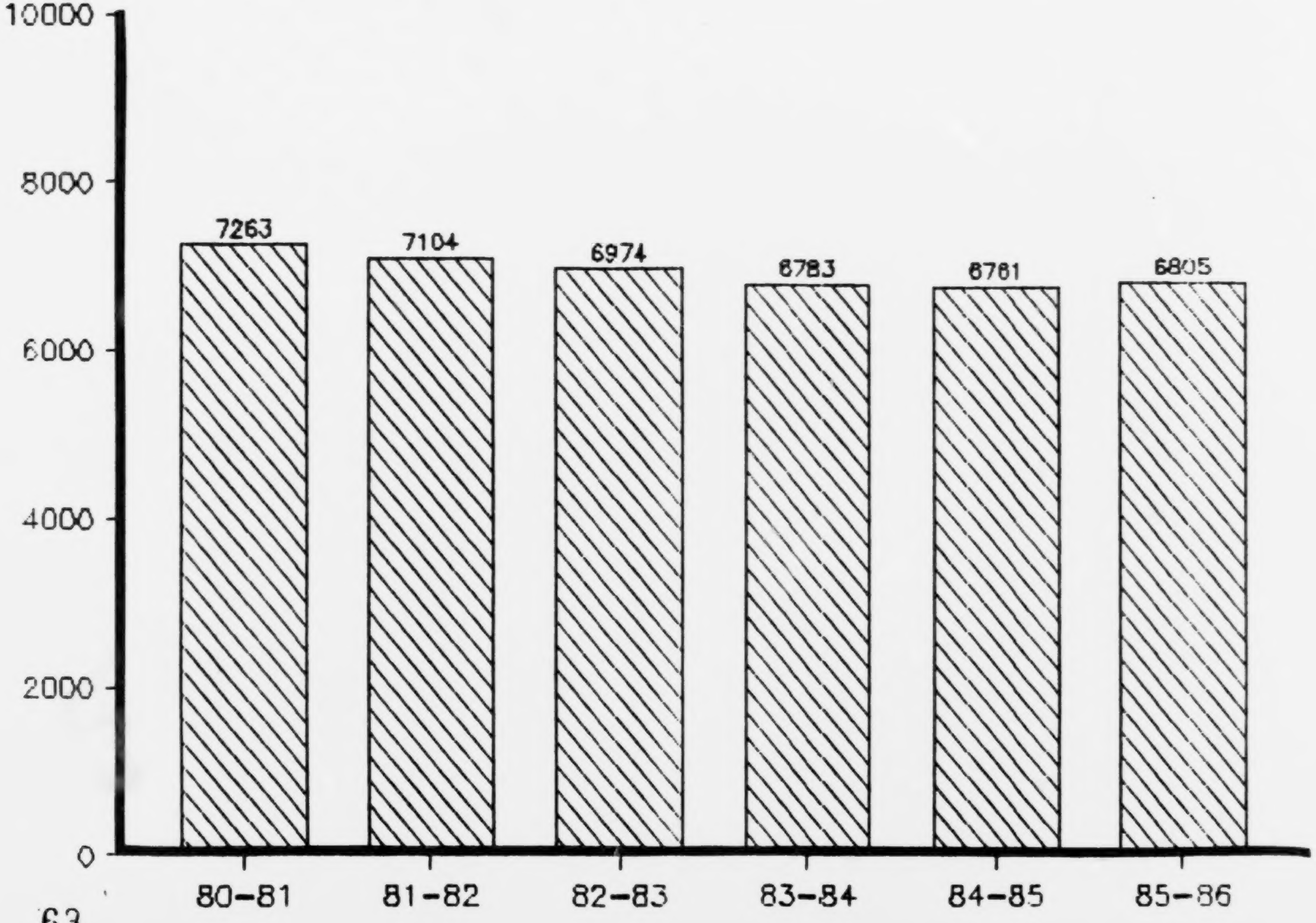


GRADES 9-12 WITH SPECIAL EDUCATION STUDENTS SHOWS THE FOLLOWING:

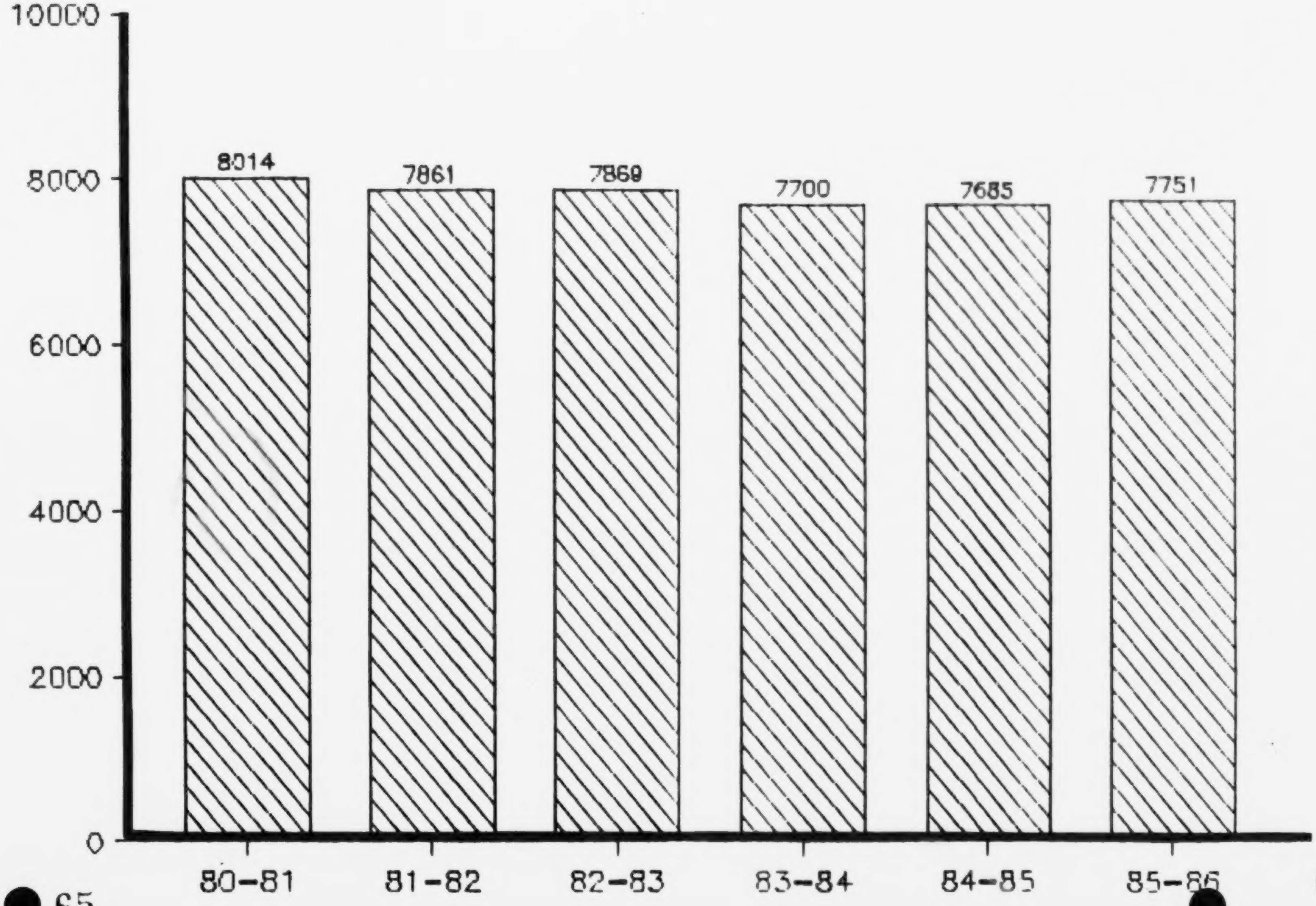
- 502 student decrease in black enrollment (6.9%) occurred from 1980-81 to 1984-85, an average of less than 1.7% per year. This year, 1985-86, the enrollment increased by 44 students or .6%.
- The total minority classification shows a population decrease - from 1980-81 to 1985-86 - of 263 students or 3.3%, an average decrease of .7% per year.
- The non-minority group had a population decrease of 1,075 students or 14.2% from 1980-81, an average of 2.8% per year.
- The total enrollment in this grade breakdown shows a population decrease from 1980-81 to 1985-86 of 1,338 students or 8.6%, an average of 1.7% per year.

BLACK ENROLLMENT

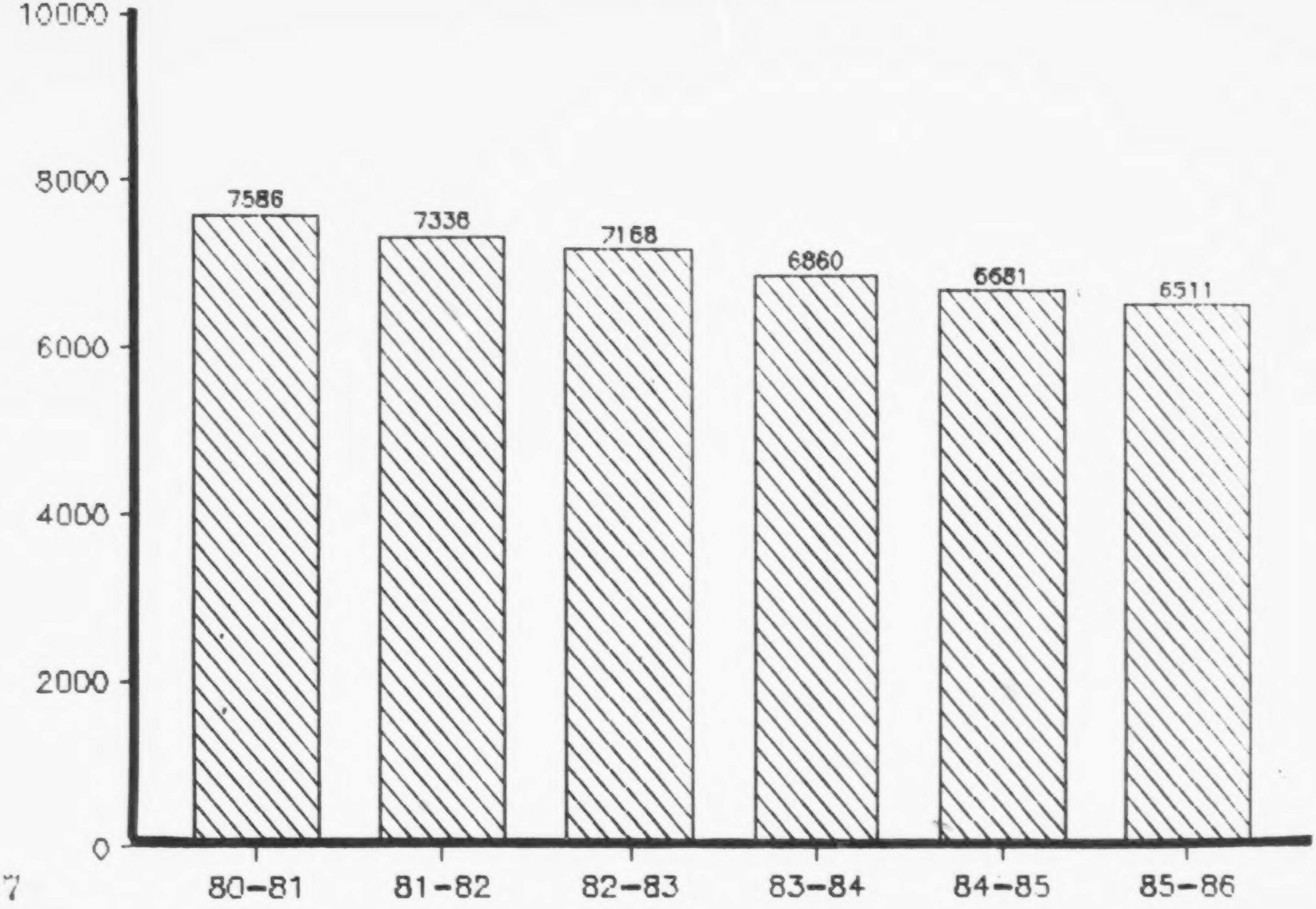
GRADES 9-12 WITH SPECIAL EDUCATION



TOTAL MINORITY ENROLLMENT
GRADES 9-12 WITH SPECIAL EDUCATION

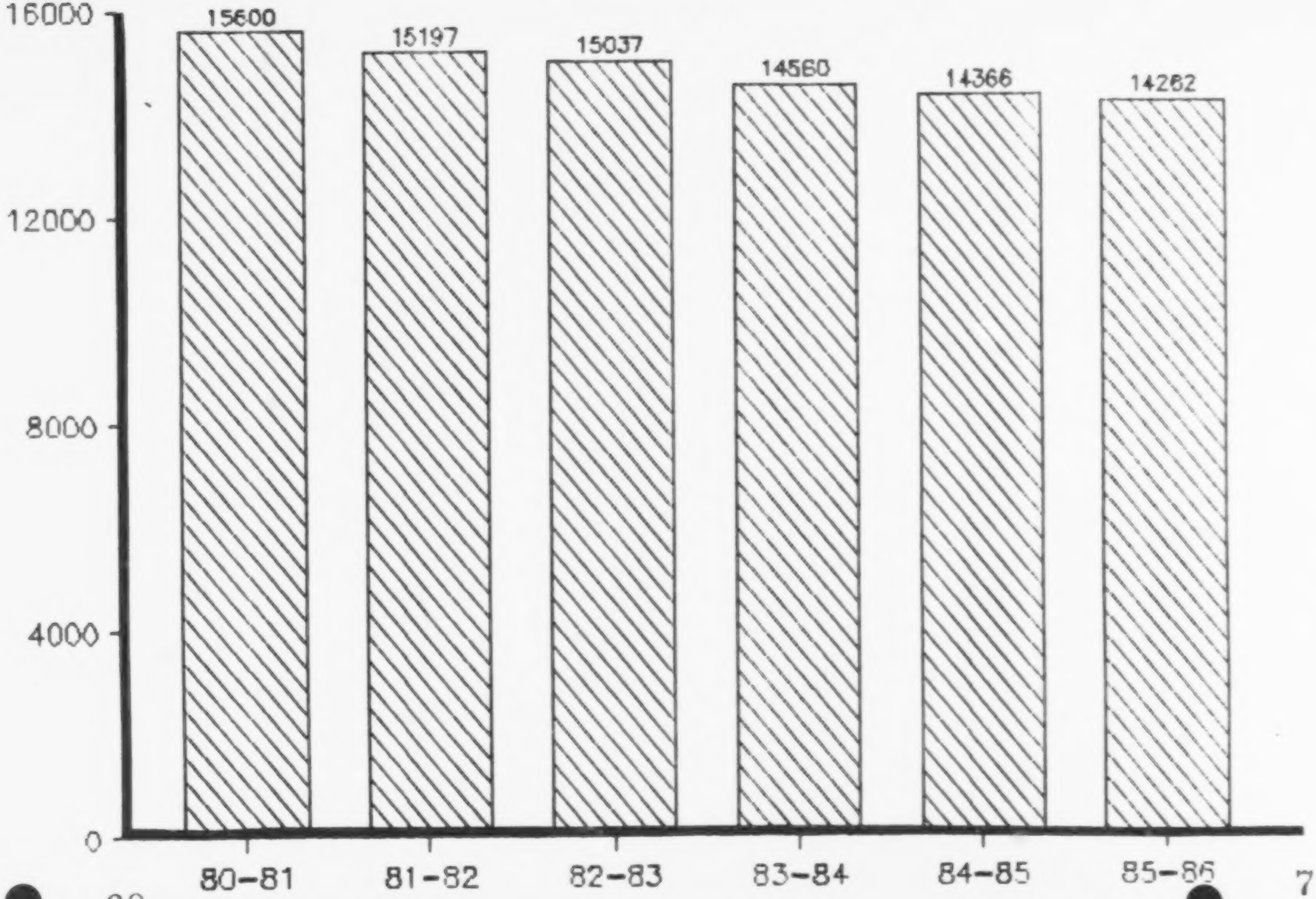


NON-MINORITY ENROLLMENT
GRADES 9-12 WITH SPECIAL EDUCATION



TOTAL ENROLLMENT

GRADES 9-12 WITH SPECIAL EDUCATION



A chart on the following page, based on the early leavers report 1983-84, provides a graphic demonstration of dropouts in each ethnic category. It shows that the difference in the percentage of early leavers between black and white students is very slight. The total district average was 10.3%. The breakdown shows:

a. Hispanic students at 16%

b. American Indian students at 12.9%

c. Black students at 10.7%

d. White students at 9.3%

e. Asian students at 7.6%

As may be noted, difference between black and white early leavers in 1983-84 was 1.4%, hardly a statistically significant variation.

The chart below offers an interesting and telling commentary on the early leaver situation in Buffalo. It provides a comparison of the percentage of early leavers to both the black and the white school population:

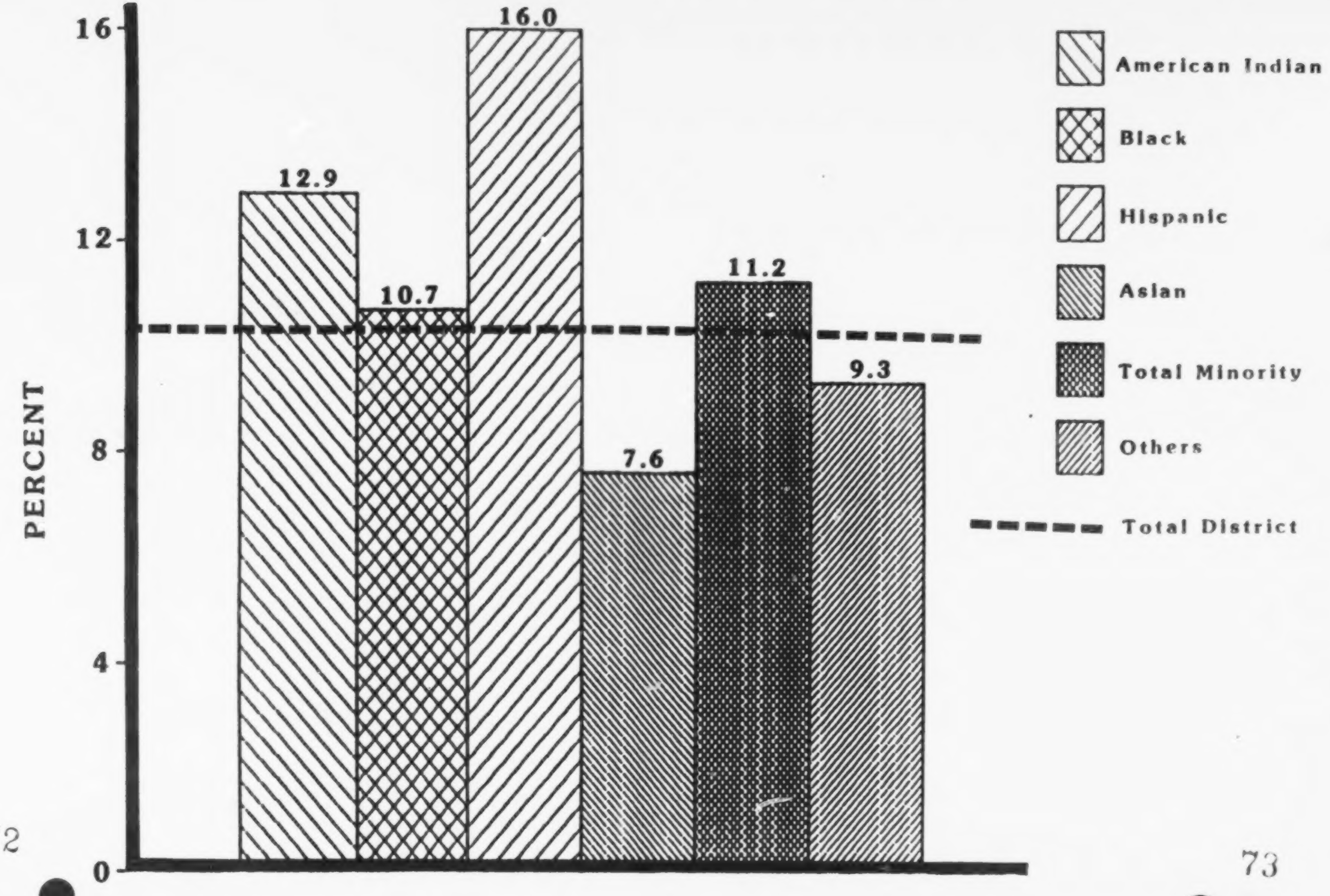
	% Compared to Black Population	% Black of Gr. 9-12 Population	% Compared to White Population	% White of Gr. 9-12 Population
1976-77	18.2	41.9	9.7	54.2
1983-84	10.7	46.6	9.3	47.1
1985-86 *	4.8	47.7	4.9	45.7

* Data from BOCES computer as of August 1, 1986.

The charts on the next two pages show the number of early leavers compared to the total black and the total white population from 1976-77 to 1983-84.

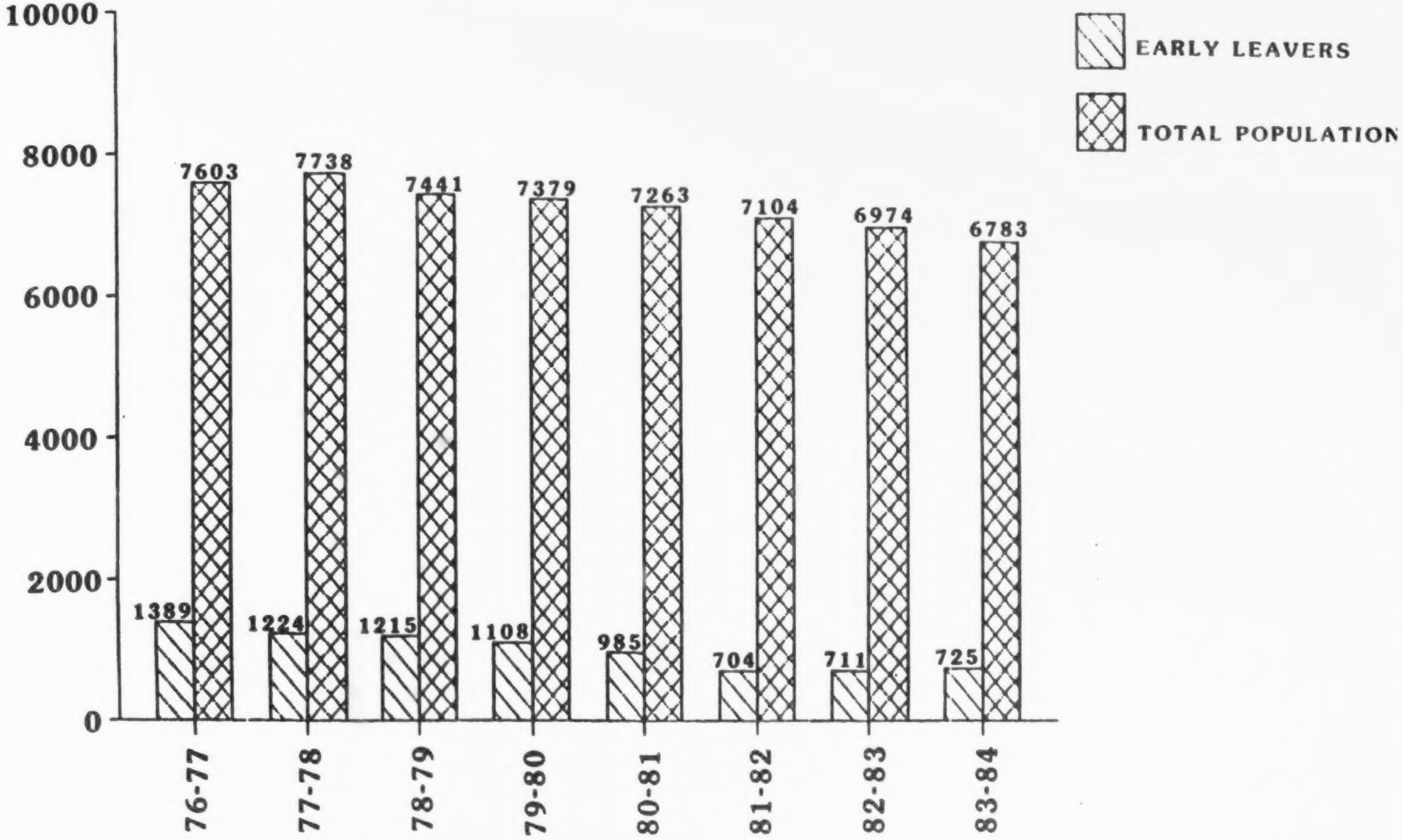
EARLY LEAVERS

1983-84



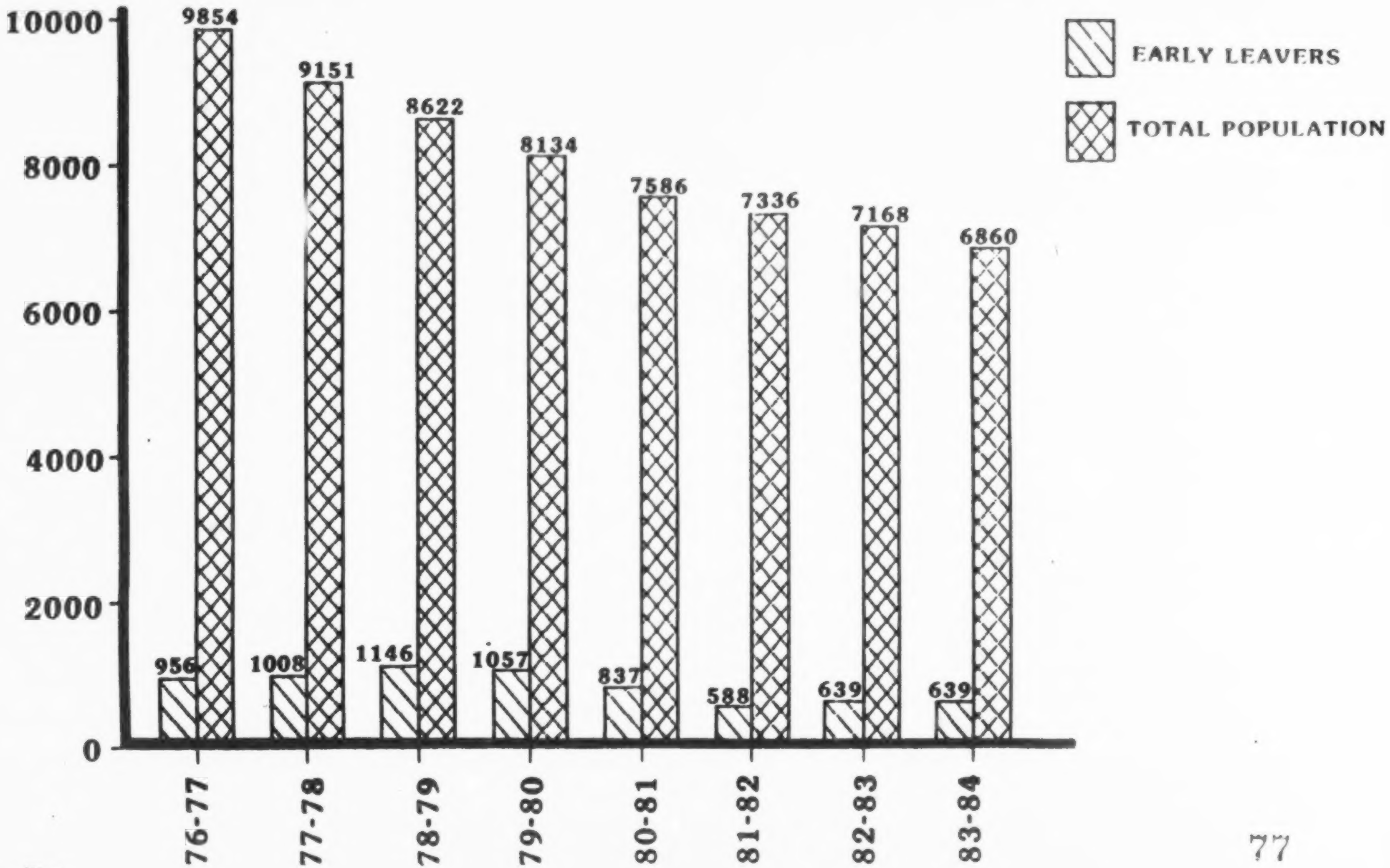
BLACK ENROLLMENT

Grades 9-12 with Special Education



NON-MINORITY ENROLLMENT

Grades 9-12 with Special Education



The next table shows the percent of early leavers by type of school. In all categories, the percent of early leavers has decreased over the past ten years. Since 1973-74, the percent for academic high schools has dropped from 15.1% to 11.0%, while the rate from vocational schools has dropped from 11.0% to 7.3%.

% EARLY LEAVERS

School Year	Academic	Vocational	Secondary Magnet	Total H.S.
1970-71	12.0	11.2	-	12.0
1971-72	13.1	10.8	-	12.8
1972-73	14.2	10.6	-	13.4
1973-74	15.1	11.0	-	14.2
1974-75	14.3	10.3	-	13.3
1975-76	14.5	10.0	-	13.4
1976-77	14.5	10.5	-	14.5
1977-78	13.6	9.7	-	13.5
1978-79	15.5	10.7	-	15.2
1979-80	14.8	11.9	-	15.0
1980-81	13.1	9.6	4.7	12.2
1981-82	9.4	5.8	4.5	9.0
1982-83	10.7	5.4	4.3	9.7
1983-84	11.0	7.3	3.0	10.3

Further and substantiative proof of the fallacies in plaintiffs' submission on dropouts is clearly demonstrated in the following tables. The table below shows the 1985-86 number of students who left because of overage or for employment. Data was obtained from the BOCES computer for the period of August 1, 1985 to August 1, 1986:

Category	Black	Other Minority	Total Minority	Whites	Total
Overage	186	52	238	173	411
Employment	77	25	102	90	192
Total	263	77	340	263	603

The total of 603 students represents a 4.2% early leaver rate.

The next table shows the 1985-86 number of students who are counted on early leaver reports, but are those students who cannot be located or who have absconded or run away (with or without their families). In some cases, these young people may have enrolled in another school in another New York State locale or another state. Their whereabouts can seldom be verified.

Category	Black	Other Minority	Total Minority	Whites	Total
Unable to Locate	34	6	40	29	69
Absconded	32	3	35	29	64
Total	66	9	75	58	133

The total of 133 students represents a .9% early leaver rate.

If the total of students in the four categories - overage, left for employment, unable to locate, and absconded - are combined, the totals indicate:

Black	Other Minority	Total Minority	Whites	Total
329	86	415	321	736

The total of 736 students represents a 5.2% early leaver rate.

Some school districts do not drop students who rarely attend school from enrollment figures. In the Buffalo Public Schools, attendance is closely monitored.

In addition to a very significant reversal of the dropout early rate, the Buffalo Public Schools have, since 1981-82, experienced a very gratifying increase in the cumulative attendance rate in all but one of the Buffalo Public School senior high schools. The table below spells out the school-by-school improvement.

CUMULATIVE ATTENDANCE - HIGH SCHOOL

School	81/82	82/83	83/84	84/85	85/86	Change 81/82-85/86
Bennett	84.31	85.71	87.67	86.30	86.45	+ 2.14
Grover	86.22	86.58	85.79	87.39	84.46	- 1.76
Kensington	81.40	82.25	85.50	85.54	88.56	+ 7.16
Lafayette	87.86	87.10	87.85	89.76	89.31	+ 1.45
Riverside	79.19	81.57	82.13	84.78	87.71	+ 8.52
South Park	81.71	83.73	83.78	85.99	88.63	+ 6.92
Burgard	80.13	83.18	84.21	89.53	85.15	+ 5.02
Emerson	83.44	86.05	84.45	83.28	87.30	+ 3.86
Hutch Tech	92.38	91.90	92.19	93.18	92.54	+ .16
McKinley	89.43	89.82	88.43	88.09	90.51	+ 1.08
Seneca	87.19	88.28	88.06	88.97	88.90	+ 1.71
BVTC	92.21	90.59	95.50	95.10	93.84	+ 1.63
Alternative	68.08	69.67	68.73	79.98	78.92	+10.84
Performing Arts City Honors Traditional						

12 out of 13 High Schools improved attendance from 81/82 - 85/86.

The dropout or, more correctly, the early leaver rate in Buffalo has been declining yearly as the direct result of a unique and purposeful series of action programs designed specifically to keep boys and girls in school. These programs have been developed and implemented as remedial and intervention devices. They are varied and many in number; they are working and they are currently providing the answers or the results that plaintiffs are apparently seeking in the conclusions and recommendations portion of their June 26th submission.

The problem of high risk students and early leavers has been noted and is being addressed, not only by the plaintiffs, but by the entire Buffalo Public School staff and by concerned parents, teachers, and administrators. The initial impetus to meet the issue with systematic programs came about over twenty years ago. One of the earliest Buffalo Board of Education programs provided schooling for pregnant teenagers as an effort to keep them in school and, at the same time, prepare them for parenting. This program, now at St. Augustine's, is still operational.

Many exemplary programs are operating in Buffalo. These are programs which are being replicated nationally, programs that have reduced the number of early leavers, and have reduced the Buffalo dropout rate to 5.2%. This rate, if compared to California's 29% or Chicago's 43%, demonstrates the impact of the many effective programs currently offered in the Buffalo schools. Both California[1] and Chicago[2] are, for the first time, instituting programmatic remedies currently in operation in Buffalo. Their remedies are summer school for students in grades 7-12 and educational services for pregnant students. Additionally, Chicago has started an Alternative High School in off-school sites for high risk students.[2]

Buffalo's record on dropout prevention is excellent. Boston's remedy suggestions include cluster grouping, parent outreach, and alternative schools,[3] all measures long functional in Buffalo. It is interesting to note that a group of school superintendents from Massachusetts invited Buffalo's Superintendent to speak to them about strategies to reduce dropouts. At a later date, fourteen administrators came to Buffalo to view the many programs in operation.

Plaintiffs have placed an understandably important stress on early intervention and early identification of dropouts. It is regrettable that no attempt was made by them to determine what the Buffalo Public Schools are doing in these areas. A very large effort has been made and is currently being expanded.

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[1] Michael Fallon, "California's Student-Dropout Rate Falls," Education Week, 1986, col. 1. (Appendix A-III).

[2] G. Alfred Hess, Jr. and Diana Lauber, Dropouts from the Chicago Public Schools (Chicago, Illinois: Chicago Panel on Public School Finances, 1986). (Appendix A-IV).

[3] The Council of the Great City Schools, Summer Seminar, July 9-13, "Dropout Prevention and Re-entry Plan: A Working Outline," (Detroit, Michigan: 1986), p. 65. (Appendix A-V).

The following are program descriptions which explain how the Buffalo Public School District copes with the problem of early leavers. These programs have been carefully designed, are educationally sound, and are articulated from pre-school through grade 12.

ELEMENTARY PROGRAMS

Research has demonstrated that the two best predictors of students who leave high school without graduating are reading scores and overage, with the below normal reading score the stronger predictor. The poverty rate and racial characteristics are related, but less directly.

The Buffalo Public Schools' program addressing the youngest children in the district is the pre-kindergarten program, designed for the four (4) year old population. This is the largest program of its type in the state of New York. These children are given broad based language and socialization experiences aimed at developing the cognitive skills requisite to formal reading instruction. If children evidence developmental lags, program adaptations and corrections are made. The number of children attending pre-kindergarten classes is approximately 1,500 with a larger group anticipated for the 1986-87 year.
(Appendix A-VI)

The next level of programming aimed at reducing academic failure is the all-day kindergarten. This program is a continuation of the pre-kindergarten and operates in the Early Childhood Centers, the magnet schools, and regional magnets. All-day classes at this level offer expanded opportunities to identify and address students' needs and provide for instructional continuity. All children in the pre-school and all-day kindergarten are screened in the following modality areas: gross motor skills, fine motor skills, auditory skills, visual skills, and language skills. The results of the screening are used to design a sequential basic skills development program for each student. This program is based on the "Early Prevention of School Failure," a nationally validated model made available through the diffusion network of the United States Office of Education. About 4,000 students are involved in this model.

The next level of preventative instruction occurs in Grades 1 and 2 at the Early Childhood Centers. These levels involve approximately 3,300 students via an intervention model which features formal basic skills instruction. Also, a homework model is implemented using a calendar format. Teachers provide calendar based activities and ideas for the child to do at home. These activities serve to strengthen the educational bond between home and school, as well as to reinforce skills and develop study habits. Children who develop study and work habits at an early age retain them and profit from them throughout their years of schooling.

An evaluation of the Early Childhood Center program demonstrated the following results as to the percent of students in Grade 2 in the first three stanines in Reading on the California Test of Basic Skills.

EARLY CHILDHOOD CENTERS

1980-81	40% of the students were in stanines 1-3
1985-86	18% of the students were in stanines 1-3

In addition, the number of students in 1980-81 was only 463; the number enrolled increased in 1985-86 to 1,185, a significantly larger group with a significantly smaller percentage of students in the lower stanines.

It is obvious that the program is having a major impact on beginning reading scores. In fact, there are fewer students than the normative population as this is a standardized instrument on which it is predicated that 23% of the persons tested would score in the first three stanines.

Complementing the elementary program throughout the grades are the support services provided through Chapter I funds. These funds are blended with state incentive grants to provide a comprehensive and well-articulated network of remedial reading and math services and strong parent involvement programs.

All children in grades 1-8 are tested yearly with appropriate levels of standardized tests. Students identified as scoring in the first three stanines are targeted for remedial services. The services are provided in terms of resource teachers and/or pull out special classes. Intensive work is focused on grades 3 and 6 since these are the major transition points in elementary education.

Additionally, students in Grades 3-6 experiencing difficulty in content area subjects are given packets of materials to work on at home over the summer. These children are asked to call assigned teachers for any necessary assistance and submit their completed packets for evaluation. Progress reports based on submitted materials are sent to the parents (Project SMART) and thereby involve the parent and the home in the child's education.

Comparison between percent of Grade 3 and Grade 6 students in stanines 1-3 in total Reading for 1980 Metropolitan Achievement Tests and 1986 California Test of Basic Skills. *

	1980	1986
Grade 3	36.3%	19.7%
Grade 6	16.0%	13.1%

* A study was made to determine the test correlations and they were significant - therefore the instruments are comparable with the United States Department of Education.

Grade 4 students participate in a Special Reading Program designed by Reading Specialists and implemented by the classroom teacher. In this instance, the specialist, working with the teacher, redesigns content area materials for the under-achieving student. Students in the program are able to remain with their peers and, at the same time, work in the content areas without constant failure. This builds confidence and assurance which, in turn, creates success.

The impact of these programs has significantly reduced the number of underachievers, and in turn this impacts on the potential number of early leavers.

A comparison of the percent of students reading in the first through third stanines in 1981 on Pupil Evaluation Program (New York State Test Program) tests is compared to those in 1986 for both grades 3 and 6.

PEP SCORES

Reading	Grade 3	Grade 6
1981	33% (stanine 1-3)	13% (stanine 1-3)
1986	20% (stanine 1-3)	7% (stanine 1-3)

It is obvious that the reduction in numbers is highly significant and an important indicator that Buffalo is demonstrating success in reducing reading failure. Both the standardized tests and the PEP tests attest to the decreased numbers of students functioning in stanines 1-3.

A Homework Hotline has been established and has been operational for over four years. Students may call from 5:00 p.m. to 8:00 p.m., Monday through Thursday, during the school year and speak to a teacher who will assist them in working through an assignment. A sample of eighteen (18) weeks showed 5,355 calls logged, 75.6% from grades K-8, 16.8% from grades 9 through 12, and 7.9% from others (Appendix A-VII).

The programs designed to reduce absenteeism, dropout rates, grade repetition, and under-achievement are not confined to the school classroom. Two outstanding programs address the child, his/her physical being, the home, the school, and the community services available to him/her.

The first of these programs targets children with chronic diseases, including sickle cell disease. A special interdisciplinary team member goes to the child's home and provides supplementary education services to the child unable to attend school. These services result in a decrease of problems associated with chronic illness. Problems are the previously noted high absenteeism, increased dropout rate, low achievement, and grade repetition which results in overage students. A two year pilot program was conducted in 1984-85 and again in 1985-86, was successful because of its highly individualized and caring approach (Appendix A-VIII).

The program is being expanded to include approximately 200 newly identified chronically ill students. A sample survey was conducted in 1986 to determine how many of the boys and girls needed this kind of instruction.

A chronically ill student is one who is:

- absent 20 or more days in one semester

(Special education students are not counted in this category).

The 200 students identified were absent a total of 5,200 days and are expected to be absent as often in the 1986-87 program. The Buffalo Public School's intervention in the absenteeism pattern of these children will help them to maintain their level of school work and thus reduce early leaving.

Effective Parenting Information for Children (EPIC), the second program, is a remarkable design cooperatively developed by Buffalo Public

School personnel and community members six years ago. It unites the three institutions that most affect the lives of children, the home, the school, and the community. EPIC's program is designed to alleviate self-destructive behavior. It encourages the three institutions to work together helping children develop those skills critical to responsible adulthood. Teachers are trained to use materials and activities, beginning in pre-kindergarten through grade 6, that provide skill development in self-concept, rules, rights, and responsibilities, decision making and problem solving. Concurrent with the school program are parent workshops run by EPIC trained volunteers from each community. Programs are available in both English and Spanish. EPIC has received New York State Education Department validation for "Growing Up Together," its school curriculum and activity guide for grades 4-6. This program is being replicated throughout the state and in other out-of-state school districts.

The following data indicate the size of the program in the Buffalo School district:

1,075 teachers in grades Pre-K through 8 have received training

2,639 parent/guardians have attended the workshop series

313 student teachers have received training

26,875 number of students in the program (based on an average class of 25)

203 number of workshops

60 schools have had at least representative training

EPIC has involved the parent, the school, and the community, and it is the district's desire that this partnership continue and grow in order to provide this very necessary adjunct to our formal curricula. Additionally, the New York State School Boards Association recommended that districts adopt the EPIC program as a means of reducing the high risk potential dropout population in their districts.

Buffalo's efforts, while highly concentrated in the elementary grades as recommended by most research, does not end at grade 6.

Resource personnel, such as guidance counselors, school social workers, and school nurses, assist staff in early identification of emotional behavior and academic problems. The Committee on the Handicapped uses a year-round approach in the early identification and classification of learning handicapped youngsters. Speech services in every elementary grade and school provide an initial and early identification and screening process.

Many additional programs are aimed at secondary students at both district and school levels. Educational "Triage" is not the policy of the district. On-going research, re-evaluation, design, and implementation are intrinsic to the Buffalo School approach to the provision of viable, achievable, academic programs for every student. It is the prime concern of all persons involved in the educational process that every child entering the school system will meet with success, have valuable experiences, and receive a diploma attesting to his/her achievement.

SECONDARY PROGRAMS

Rationale:

Students entering high school underachieving in reading and older than their peers are more likely to become early leavers, as noted in a massive study conducted in Chicago following 100,000 grade 9 students. This study has established that grade retention works to increase the dropout rate. Further, it maintained that the dropout rate for overage students in the next higher stanine in reading is worse than that of lower reading normal age students. Note the following chart.

CHICAGO STUDY

	Normal Age Dropout Rate	"Dropouts from the Chicago Public Schools", p. 10 (Appendix A-IV) Overage Dropout Rate
Stanine 1	62.1%	73.2%
Stanine 2 & 3	46.1%	57.5%
Stanine 4	36.3%	52.5%
Stanine 5	27.0%	43.8%
Stanine 6	18.3%	37.9%

Thus, grade retention works to increase the dropout rate.

The Buffalo Board of Education, in an effort to reduce grade retention, has provided summer school programs for students in both elementary and secondary schools. The elementary program focuses on improving reading and math skills, while the secondary gives students an opportunity to make up credits in subjects that they failed. This strategy allows students to remain with their own age and grade level groups.

The following data provides a comparison between the summer school programs of 1980 and 1986:

Year	Number of Students Grades 3-6	Number of Students Grades 7-8	Number of Students Grades 9-12
1979-1980	833	982	2,348
	Grades 2-6	Grades 7-8	Grades 9-12
1985-86	604	616	3,976

Percentage of Students Promoted in 9-12 Summer School

1979-1980	80.2% of students promoted
1985-1986	80.6% of students promoted

Since over 80% of the students are promoted, it appears that the Buffalo School District, through its summer school effort, is having an impact on reducing the potential number of overage high school students. Therefore, it can be stated that providing summer school classes does reduce the number of early leavers, which in part would account for the district low early leaver statistic.

Truancy and absenteeism are also associated with underachievement. It is obvious if students are not in school to receive instruction, their achievement will be negatively affected. At this time, Buffalo has the best attendance rate of any large urban district in New York State.

This record has been achieved as a result of intensive, concentrated programs, especially at the secondary level.

The Buffalo Alternative Satellite Program, in existence for the past thirteen years, has done an excellent job in providing relevant and productive options for high risk students. In 1985-86, 67 out of 82 seniors graduated. Of the 81% who received their high school diplomas, a number had returned to the home high school and graduated from it. Lafayette High School awarded diplomas to three (3) returnees from the Alternative Program, Bennett graduated six (6) returnees; Riverside High School had one (1), and South Park High School had five (5).

A far cry from the "holding center" concept used in the past for high risk students, the Alternative Program, begun in September, 1985, provides an individualized, comprehensive educational program for Buffalo resident youth who may be currently enrolled in or who may have left a secondary school before graduation. Over 800 high risk students attend the Alternative High School or one of its satellites.

Before admission to classes, each students is assessed and an individual education plan (I.E.P.) involving personal career counseling, academic courses, vocational training, and work experience is designed. (see Section J).

Students receive high school credit for academic and vocational courses taken. Eight satellite schools have been established, and each has a four member team which provides services for sixty students. The four member team consists of a school counselor, a Mathematics-Science teacher, an English-Social Studies teacher, and a Special Education teacher. This staff is augmented on an itinerant basis by a school psychologist, a reading teacher, a math specialist, and two aides, who serve the satellites and the Alternative High School staff. Student membership is racially balanced in all the satellites.

Students referred to this program are usually identified as truants and potential dropouts, students who have been identified as potential behavioral problems, and/or any students who school personnel believe will be able to benefit from an alternative setting.

In addition to a twenty-week I.E.P., a student survival checklist, and a yearly I.E.P. are integral parts of the program. Reading, mathematics and writing remediation are provided to identified students in the satellites and at the Alternative High School.

Each program participant spends four half-days at a satellite center where he or she receives academic instruction, and one half-day at the Alternative High School receiving vocational, job-related instruction, elective subjects, intensified reading and mathematics assistance and/or phsyical education instruction. Students spend the remaining time, five half-days, in a paid work-study experience (funded by VEA and CETA) designed to meet their career needs and interests. Program participants are placed in up to three hundred work sites in the community and work ten hours per week.

A behavioral counseling program attempts to focus on student understanding of personal problem areas in order to provide support for positive behavior changes. It is assumed by program staff that each program participant is an individual with potential and one whose needs can be met through the varied experiences and activities offered by the Alternative Program.

The Health Education Department has, since 1978, carried on an intensive program designed to curb drug abuse and, coincidentally, to improve the early leaver rate. The New York State Division of Substance Abuse Services conducted two surveys, in 1978 and 1983, to determine the depth of the drug abuse problem in the state. Students in grades 7-12 participated, and the 1978 results showed that the Western New York area generally had one of the highest incidences of drug abuse in the state. Compared to New York State as a whole, the Buffalo Public Schools have, according to te 1983 survey, shown the most consistent decline in substance abuse since 1978.

It is obvious that drug education programs such as "Prevention Is Primary" and the "Drug Disconnect" programs have been very effective in supplementing the daily health education instructional program which covers drug abuse. These programs, plus the Buffalo School Health Demonstration Project, have had an unquestioned impact on high risk students and borderline potential early leavers.

For over four years, the Buffalo Board of Education has joined with the Community Action Organization of Erie County in a concerted effort to improve attendance. This project, titled Attendance Intervention Model (A.I.M.), has resulted in the community's recognition that graduation from high school is critical to a student if he/she is to compete in today's society. The A.I.M. program has intervened with over 2,629 youths at community sites during the 1985-86 school year and has taken various measures to assure students' return to school. Two full intervention teams survey sites where truants are known to congregate. If truancy is evident, the teams return the students to their schools or provide transportation to the nearest A.I.M. Center. Aides at the Centers interview students and contact parents or guardians. In addition, Community Action Organization (CAO) staff and the school formulate a plan which, hopefully, will bring about improved school attendance (Appendix A-IX).

A pilot project using a computerized "Phone Robot" at Kensington High School placed 25,900 telephone calls to parents. These calls, in conjunction with Attendance Teacher follow-up, resulted in the following:

1984-85	85.54% average daily attendance
1985-86	88.5% average daily attendance

The gain of 3.02% is significant and helped the Buffalo Public School District attain a 91.79% average daily attendance rate for 1985-86.

In addition to the two special programs, the field attendance teachers initiated about 60,000 additional phone calls and made over 7,000 home visits to encourage students to attend school regularly. Also, many thousands of parents were interviewed in schools to make them aware of the critical need to reduce the number of their child's absences.

Not only does the Buffalo School System utilize community and attendance staff to reduce early leavers, it also insists upon what is called an "exit interview." All sixteen year old students accompanied by a parent or guardian must meet with the Director of Attendance to discuss their decision. The director offers alternatives, options, identifies outside agencies, vocational training, other types of school programs, etc., to encourage students to remain in school. Two hundred fifteen exit interviews were held in 1985-86. Also, when students are absent without cause and the family does not assist in encouraging the child to attend school, Pupil Personnel staff hold attendance hearings. During the 1985-86 year, there were 302 attendance hearings. Approximately 80 parents were petitioned to Family Court as the direct result of their children's truancy. The attendance department works diligently for the good of the students, and its primary goal is seeking strategies that will keep young people in school functioning in productive programs.

Student behavior which results in suspensions poses a problem on two levels - namely, determining the causes of the behavior and deciding on the use of suspension as a means of addressing the behavior (see Section I). Both the behavior and the suspension result in an interrupted instructional process. In order to best address the problem, particularly at the secondary level where time away from class can often result in failure, the Instructional Division implemented the "Intensified Learning Class." Intensified Learning classes are at the following high schools: South Park, Grover Cleveland, Lafayette, McKinley, Kensington, Riverside, and Bennett. Students on suspension are assigned to these classes with 8 to 10 suspendees under the direction of a secondary teacher. All assignments are sent to the class by students' academic teachers, and under the direct supervision of the Intensified Learning Teacher, the students do the work. Approximately 1,000 to 1,500 students have rotated through the Intensified Learning room during 1985-86. Students, who otherwise would have been out of of school and unable to keep up with their assignments, are now able to successfully return to their classes.

Students who have been suspended and cannot return to the school are placed on home instruction. This strategy enables them to keep abreast of their classroom work without losing valuable instruction time.

Under the guidance of the Buffalo Board of Education, individualized and unique programs designed to keep students in school have been developed and implemented at several of the districts' secondary schools.

South Park Prep implemented a cluster or house organization which reduces the size of the student's environment. Approximately one hundred students are assigned to a block of teachers who provide the instructional program. All the students take six subjects: language arts, science, mathematics, social studies, computer word processing, and physical education. This schedule does not allow free periods or study halls. In addition, every student may stay after school for help or tutoring in any subject, or for extracurricular activities, a minimum of two times per week. This program has about 320 student participants. The close monitoring and tight programming of the design has resulted in improved performance as noted by the percentage of students passing.

South Park High School, in an effort to accommodate the entering tenth grade students from South Park Prep, has a program that provides the basic courses in the humanities plus courses in technology, drafting, metal shop, print shop, wood shop, electronics, and business. This model allows the students to prepare for the future with a combination college preparatory program in the humanities and an occupational program. They also provide a fifth year of preparation to insure graduation for those students who need additional time.

Lafayette High School, with the help of a small grant, implemented the Carnegie program, which is a high school summer program of remediation for students deficient in English language skills as indicated by their eighth grade Preliminary Competency Test scores. All entering students were pre-tested with the Regents Competency Test (RCT) in reading and writing. Students worked in small classes for three weeks during the summer. A post-test RCT was administered, and it demonstrated slight improvement in reading and very significant improvement in writing. Results were as follows:

	Passed Pre-Test	Passed Post-Test
Reading	76.3%	84.7%
Writing	8.5%	57.6%

Participating students were monitored during their first year at Lafayette. As compared to non-participants, the participants performed appreciably better. Also, their attendance record was 40% better than that of the control group, and had 41% fewer days of suspension. The project was deemed successful, and the Carnegie Program has been recommended for replication throughout the district.

Riverside High School's pilot program, "Pupils Achieving Scholastic Success" (PASS), was designed to mainstream special education students and high risk students using "Student Team Learning and Class-Wide Peer Tutoring." These techniques provide teachers with an alternative format for student study and/or lesson preparation.

This program has demonstrated that two groups of potential early leavers can be reached through alternative teaching models and will be expanded city-wide (Appendix A-X).

The other district-wide program is the After School Tutorial Program. This program offers direct tutorial assistance to secondary students in their home school, either before or after school. Honor students provide assistance to fellow students in specific subject areas. This tutorial program takes place in the school Library Media Center.

The following chart indicates the number of students that participated in the program during the 1985-86 school year:

BUFFALO TUTORIAL PROGRAM
1985-86

Arts	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Bennett	43	59	73	90	80	85	61	106		597
Burgard	18	66	53	40	69	88	52	47		433
Grover	21	13	11	37	36	23	12	65		239
Hutch Tech.	72	47	57	69	64	53				362
Kensington	114	74	55	85	104	66	46	56	33	633
Lafayette	61	57	41	55	54	26	60	68	18	440
McKinley	53	57	32	75	98	71	32	43		464
Riverside	66	27	14	34	21	20	43	54	28	307
Seneca	32	25	20	27	31	36	37		29	237
South Park	40	35	24	23	87	55				264
Traditional	81	80	53	100	123	149	154	185	89	1014
Total										6370

The secondary schools, as well as the elementary schools, have a district-wide program supported by New York State categorical funds. Their program takes two forms in its implementation: One is a reading/writing lab, the other is a language arts class of fifteen students. Both models receive students entering grade 9 who have not passed the eighth grade Preliminary Competency Test in reading and/or writing. The following table compares the January, 1983, grade 8 PCT/reading results to the January, 1986 PCT/reading results in terms of percent of students above the state reference point.

GRADE 8 PCT/READING

January, 1983	January, 1986
68.3%	85.2%

Another program that had significant impact on secondary education was the Resource Allocation Plan (RAP). RAP was operational for three years in five academic and one vocational high school. The schools were: Bennett, Grover Cleveland, Lafayette, Kensington, Riverside, South Park, and Burgard. A three-year profile was maintained, and the following trend data were identified.

4% increase in the graduation rate at RAP schools

1982 - 80%

1984 - 84%

5% increase in percent of Regents diplomas

1982 - 9%

1984 - 11%

The trends seem to indicate significant improvement in performance.

Another secondary program that focuses on communication skills remediation is offered to students through computer learning.

Twenty-five computers were awarded to the Buffalo School District from the national chapter of the Urban League and the Xerox Company. These computers were placed at South Park Prep and were used to instruct 240 ninth grade students in the basic principles of word processing, to offer individual remedial instruction for students with Preliminary Competency Test scores indicating a need for special assistance, and to provide an individualized writing program to all the participants. Students practiced narrative writing, persuasive writing, report writing, etc., in an interdisciplinary effort uniting Social Studies, English, Reading, Library and Computer Studies.

Two elementary word processing programs were implemented at Schools # 71 and # 80. These were developed to expand and improve the students' ability to edit, proofread, and revise their work.

Both of these programs are projected for expansion as they provide students with access to modern technology and at the same time improve language skills.

A pilot project was initiated during the summer recess of 1986 at Riverside High School because it was a CAR school. It was directed at high risk and minority youth in grades 9 through 12 to encourage them to remain in school. This program was called the State Education and

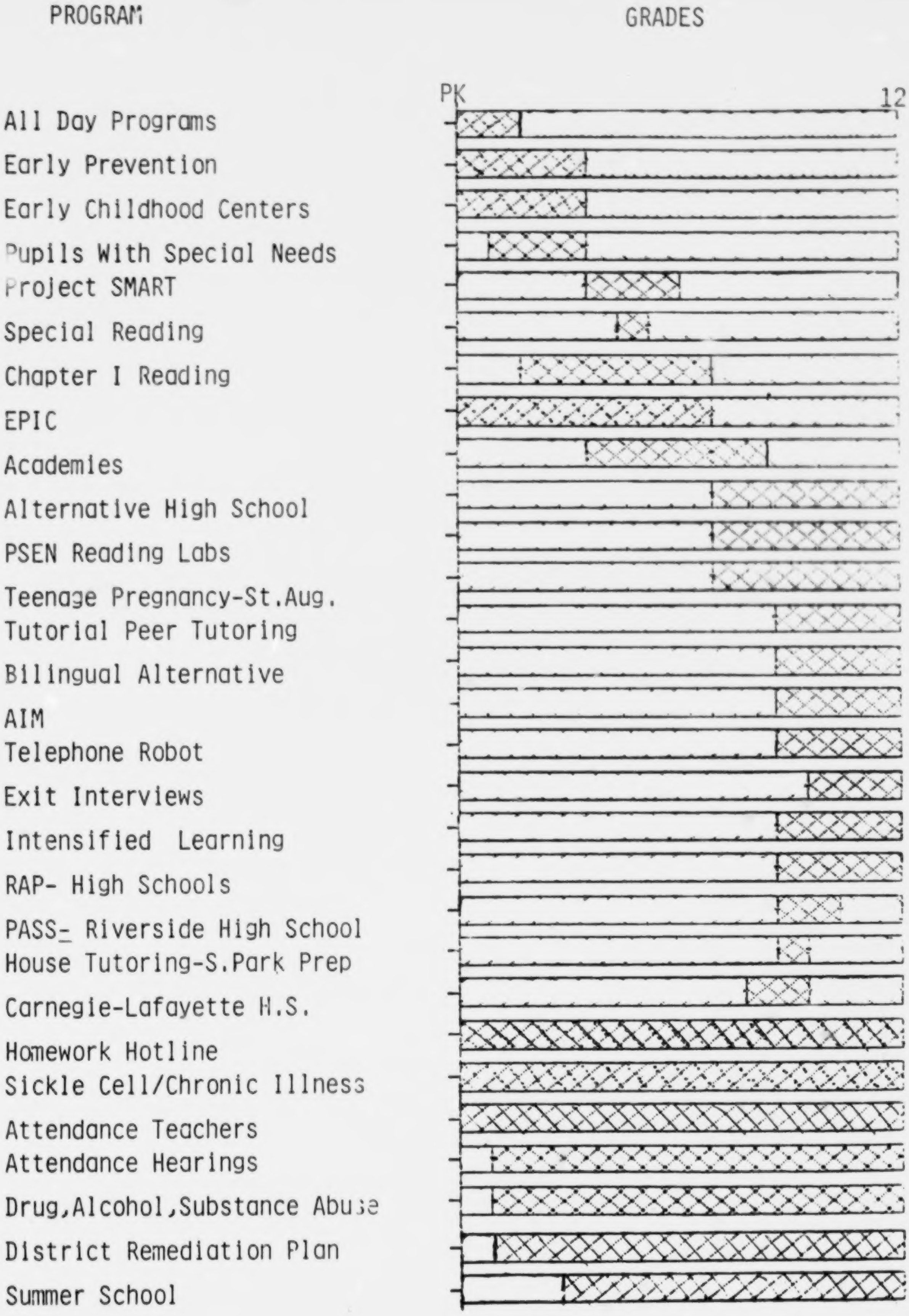
Employment Demonstration project (SEED). There were thirty-seven (37) participants who received basic skills instruction, pre-employment skills training and career awareness. They then were placed in the Mayor's Summer Youth Work Program for paid work experience. Students and staff were very positive about the program, and it is expected to be continued next year.

The Buffalo and Erie County Private Industry Council, Inc. (PIC) received funding under the State's "School-to-Employment Program (STEP) for economically disadvantaged in-school youth.

The program provides meaningful part-time youth employment coupled with a specialized school curriculum for vocational school students. The program consists of:

- recruitment, identification, selection and orientation for vocational programs
- career exploration
- job readiness skills
- job placement in the private sector
- on-going counseling and remediation conducted on an individualized basis.

For ease of recalling the programmatic remedies and interventions, the following graph is included.


PROGRAM
GRADES
PK
12
All Day Programs
Early Prevention
Early Childhood Centers
Pupils With Special Needs
Project SMART
Special Reading
Chapter I Reading
EPIC
Academies
Alternative High School
PSEN Reading Labs
Teenage Pregnancy-St.Aug.
Tutorial Peer Tutoring
Bilingual Alternative
AIM
Telephone Robot
Exit Interviews
Intensified Learning
RAP- High Schools
PASS- Riverside High School
House Tutoring-S.Park Prep
Carnegie-Lafayette H.S.
Homework Hotline
Sickle Cell/Chronic Illness
Attendance Teachers
Attendance Hearings
Drug,Alcohol,Substance Abuse
District Remediation Plan
Summer School

PROJECTED PLANS

The coordination of all remedial efforts throughout the district will begin in September, 1986, when all building principals will be responsible for implementing a comprehensive identification and remediation procedure for all students deemed to be "at risk," based upon one or more of the following:

1. Norm-Reference tests (SAT, CTBS)
2. PEP tests
3. City examinations
4. Teacher judgment

Following the guidelines of the District-wide Remediation Plan approved and distributed last February, 1986, by the Superintendent, (see Appendix A-XI) each principal will be responsible, on an annual basis, for ensuring the identification of each and every student in his/her building who is academically "at risk." By the 10th week of school, all such students will be identified and recorded on a special form to be maintained in each classroom and in the principal's office. Each child so identified will be provided remediation and his/her parent will be notified.

School staff will select appropriate remedial options for each student based upon a range of alternatives such as the following:

a. an Adjusted classroom program
b. a supplementary classroom program
c. a summer program
d. chapter I program
e. referral and/or identification for service by Committee on the Handicapped (COH)

The purpose of the plan is to provide a coordinated, comprehensive approach to identifying early and continuously any student demonstrating academic difficulty beginning in kindergarten and continuing through high school. Each year the principal and his/her staff will conduct the search for students "at risk" and maintain a building and classroom profile of these students -- including the criteria for selection as well as the remedial option(s) selected for them. In this way, the variety of programs currently available to assist students will be closely monitored and coordinated by the principal and staff in each building. The school by school and classroom profiles will enable staff to detect and eliminate duplication or fragmentation of programs. It will also enable building staff to coordinate programs which can provide complementary services to students served by multiple programs.

At the conclusion of the annual assessment of students "at risk" and the assignment of assistance (on or about the 10th week of school and updated accordingly for student transfers after the 10th week), principals will submit their school's remediation plan to the district's office for review and approval.

The District Remediation Plan for comprehensively assessing academically "at risk" students was piloted successfully in two schools during the 1985-86 school year. Each school, based upon its size and staff composition, was able to conduct its assessment and design its remediation plan in accordance with available school programs and resources. The pilot also demonstrated that the District-wide Remediation Plan offers uniformity in procedure with the necessary flexibility to accommodate the wide variety of educational options now available to students and parents in the Buffalo Public Schools.

This paradigm thoroughly addresses all the recommendations for early, prompt, and consistent service to all students in need of help in their academic work.

In addition to the District Remediation Plan, other programs will be implemented in September, 1986.

The "Goals for Youth" program seeks to develop in adolescent youth the skills and attitudes which are characterized as "goal-oriented" behavior. This program is associated with the National Football League Players Association. They will serve as role models in a one-to-one counseling or tutorial relationship with at risk students through this statewide tutorial network. Riverside High School and Buffalo Alternative were selected as the pilot schools for this program. Keith Moody, a former Buffalo Bill, is the national consultant for this program (Appendix A-XII).

An association linking State University of New York at Buffalo and State University College at Buffalo with Grover Cleveland and Riverside High Schools is another program. Trained graduate college students will act as mentors to about 40 students from the schools who have been determined to be high risk students. The project will provide numerous support services directly to these students and their parents including mentor-tutors and access to professionals and professionals-in-training in the areas of academic skills development, career development, counseling services, admissions and financial aid. Students who successfully complete this program and earn a high school diploma will be guaranteed admission to Buffalo State College.

The second major goal is to work with sixteen teachers in the target high schools and assist them to modify the instructional approach employed with the forty high risk students. Emphasis will be placed on the use of effective teaching principles (directive instruction) and peer-tutoring techniques which have proven successful with students "at risk" for leaving school.

The third major goal is to increase the awareness and sensitivity of teachers to the multicultural and multiethnic backgrounds of the students with whom they work. Given the diverse backgrounds of students in the city schools, better understanding by teachers about their students is critical to the learning process.

The Hispanic Dropout Prevention program is designed to improve attendance patterns of success in schools. The aim is to provide early detection of dropout prone Hispanic youth and direct services to those youths experiencing truancy and academic problems. A school community liaison person will provide intake, assessment, and counseling services for youth and family. Other services will include home visits, direct home intervention, phone monitoring, and recordkeeping.

The Junior/Senior Dropout Program (Jusendo), sponsored by the Master Neighborhood Human Services Corporation, will begin this school year for 7th through 12th grade students.

After-school tutoring, counseling services, GED classes and referral services will be offered. The target population will be Masten area teenagers and young adults (see Appendix A-XIII).

STUDENT EMPLOYMENT OPPORTUNITIES

The consequences of a student dropping out of high school and not re-entering an educational program are multiple. This person's lifetime earnings will be substantially lower and his/her vocational choices will be severely limited. Also, the lack of a diploma while it adversely affects the individual, also negatively impacts on society in at least three ways: reduced earnings result in reduced tax revenues; need for public assistance is increased; crime increases, particularly, juvenile crime.

For today's high school dropout the labor market opportunities are poor. The situation for the black dropout is even more bleak than for the white dropout. Note the following trends identified by CPS (Current Population Survey) based on data collected in October, 1985:

- 1 in 4 dropouts - ages 16-24 were unemployed
- 53% of black dropouts - ages 16-24 were in the labor force, 21% of whom were unemployed
- 71% of white dropouts - ages 16-24 were in the labor force, 17.7% of whom were unemployed

Dropouts who are employed have lower earnings, are more likely to be in semi-skilled manual jobs, and report being in jobs with poorer working conditions.

Further, the unemployment rate for blacks has been rising since the 1950's and continues to do so. Note the following:

Unemployed black youth in 1972 was 35%
Unemployed black youth in 1986 was 43%
Unemployed white youth in 1972 was 14%
Unemployed white youth in 1986 was 16%

There are more than twice as many unemployed black teenagers than white. As a result of high unemployment and low labor force participation, many black youth reach adulthood with little or no work experience.

While these statistics represent the labor market on a national basis, there is no reason to doubt that Buffalo reflects a similar picture. The Washington Post, in an article about the best metropolitan areas for blacks, used the following headline, "IF YOU'RE BLACK AND LOOKING FOR A PLACE TO LIVE, FORGET BUFFALO"

The source for this headline was a study conducted by the Joint Center for Political Studies in Washington, D.C. published in American Demographics", July 1986, Vol 8, No.7, a reprint is included in (Appendix A-XIV). Articles of this nature support the reduced employment opportunities in this community and reinforce the belief that the under-educated in Buffalo will have little if any employment opportunities.

In order to encourage the re-entry of students into the academic track the Buffalo School district is initiating a G.E.D. state diploma program for 16 and 17 year old youth. The advantage is that students can re-enter school and not have to stay on the "streets" for an excessive time. It is anticipated that through effective counseling, the transition will be made without any loss of time.

Plaintiffs end their review of the dropout problem with a number of conclusions and recommendations. They note that the "facts require a systematic remedy," and go on to outline specific remedies. These remedies, plaintiffs should know, are already in place and a continuous, ongoing look at these remedies is taken in order to ascertain if they provide consistent and logical growth.

In summary, the facts are indisputably clear. Plaintiffs' allegations regarding the early leavers in the Buffalo Public Schools bend or disregard the facts. Their concern should be for the facts, for "more matter, with less art."

The Buffalo Public Schools have an ongoing number of programs designed to improve the early leaver rate because we are very much aware that neither Buffalo nor any other school system is close to perfection in this area. It is difficult to say that we are doing a better job than any other system because, as previously noted, comparisons are virtually impossible. The Council of Great City Schools, headquartered in Washington, D.C., has been following a study of dropouts carried on by the University of Wisconsin under a grant from the National Institute of Education. The researchers were trying to determine dropout rates nationally. They encountered so much difficulty in getting consensus in each city concerning the definition of a dropout and the method used to determine dropouts that the data were found to be non-comparable, and the project had to be abandoned.

Plaintiffs' report plainly suffers from faulty design, simplistic formulea, and, coupled with disregard for the basic relevant facts, an inordinate eagerness to reach pre-ordained conclusions.

ATTENDANCE

A district-wide effort has been made for the last several years to increase the average daily attendance in Buffalo Public Schools. This focus has been uppermost in the minds of all teachers and administrators concerned with excellence in education. A child who is not present to receive instruction cannot develop the skills or acquire the knowledge requisite to school success. Furthermore, most research has indicated that chronic absenteeism results in "dropouts," suspensions, drug/substance abuse, juvenile crime, etc.

From the 1981-82 school year to the present, Buffalo has utilized many innovative programs to address this problem successfully. The following table illustrates the district's consistently rising attendance rate:

Comparison of District Cumulative Average Daily Attendance

1981-82	1982-83	1983-84	1984-85	1985-86
89.70	90.43	90.37	91.26	91.79

The attendance rate has improved, and as it has increased the impact is seen in higher achievement levels and diminishing "dropout" rates. However, since the district's average daily attendance is now over 90%, it has become increasingly difficult to sustain continued improvement. Perfect attendance is a most difficult statistic to attain.

Several successful, innovative programs are being implemented currently in the district to impact on this concern:

The Attendance Intervention Model(AIM)

This model was cooperatively developed by the Buffalo Board of Education and the Community Action Organization of Erie County in a concerted effort to improve attendance. The AIM Teams survey community sites where young people are known to congregate. If the team spots truants, they either return them to their schools, or take them to an AIM Center. Aides at the Centers interview the students and contact their parents or guardians, apprising them of the students' whereabouts. As a further step, the CAO staff and the school formulate a plan for the student to promote an improved attendance pattern. It is projected that the AIM Teams will be increased for the 1986-87 school year. AIM Teams successfully intervened with over 2,629 truant students during the 1985-86 school year.

Project of Intervention to Address Children with Sickle Cell Disease

This program consists of an interdisciplinary teaching team. A member of the team visits a child's home to provide instruction any time he/she is absent. The team provides all the supplementary education services which the child needs to stay abreast with his/her class. This pilot has been in operation for years and has demonstrated so much success that it is being expanded to include about two hundred additional students who have other chronic diseases which prompt more than twenty days per year of absenteeism.

A Computerized "Robot Phone"

The computerized phone was put into operation at Kensington High School on a pilot basis. This phone placed 25,000 telephone calls to parents and guardians of absent students. These calls, in conjunction with attendance teacher follow-up, resulted in a gain of 3.02% in average daily attendance between 1984-85 and 1985-86. Because the gain is highly significant, the program is to be continued. Expansion will be considered after a second year to insure that the "halo effect" is not the participating factor.

Also, the district is moving toward computerized attendance for all schools. Such a format is more accurate and more available in terms of giving early indication of habitual anomalies.

All these programs are ongoing. Others will be added.

TEST PATTERNS

This report presents test results from segregation to integration, the period from 1972 to the present. The first legal action regarding segregation in the Buffalo Public School System was lodged on June 26, 1972.

The test results since 1972 both for the grade 3 and grade 6 children suggest an ever improving trend. In 1976, it was predicted that achievement test data would undergo a radical backslide because of the implementation of the desegregation plan, the reorganization of grade structures, the reassignment of faculty, and the movement of minority and majority students from previously racially isolated schools. Additional funds were received from the Emergency School Assistance Act (ESAA) earmarked for the purpose of remediating black students assigned to white schools because the Office of Education was certain there would be a tremendous disparity between the two groups. The Buffalo district comingled funds to provide creative programming to avert poor academic achievement.

The following tables, plotted longitudinally over a twelve-year period, show the improving achievement of all students, minority and others, in reading and mathematics. The charts are for students in grades 3 and 6 and show the percent of students above the state reference point on the New York State Pupil

Evaluation Program (PEP) tests. The asterisks indicate no test results because the schools were either not open, were just opened, or their grade organization had been changed by either adding or dropping grade levels.

TABLE 1

% OF GRADE 3 STUDENTS ABOVE STATE REFERENCE POINT IN READING

SCHOOL	1972	1976	1986	CHANGE 1972-1976	CHANGE 1976-1986	CHANGE 1972-1986
003	33	49	95	+16	+46	+62
004	24	68	78	+44	+10	+54
006	27	27	88	-	+61	+61
008	29	45	56	+16	+11	+21
011	70	87	77	+17	-10	+07
018	75	53	84	-22	+31	+09
019	62	74	73	+12	-01	+11
027	63	70	79	+07	+09	+16
028	61	80	68	+19	-12	+07
032	*	*	74			
033	78	61	90	-17	+29	+12
037	24	50	91	+26	+41	+67
038	71	78	94	+07	+16	+23
039	52	56	78	+04	+22	+26
042	54	79	63	+25	-16	+09
043	78	76	57	-02	-19	-21
044	75	80	87	+05	+07	+12
045	69	70	70	+01	-	+01
051	48	64	64	+16	-	+16
053	41	68	70	+27	+02	+29
056	63	67	*	+04	-	-
057	34	89	68	+55	-21	+34
059	37	57	55	+20	-02	+18

* no test results

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TABLE 2

% OF GRADE 3 STUDENTS ABOVE STATE REFERENCE POINT IN READING

SCHOOL	1972	1976	1986	CHANGE 1972-1976	CHANGE 1976-1986	CHANGE 1972-1986
060	76	81	85	+05	+04	+09
063	84	97	82	+13	-15	-02
064	77	87	96	+10	+09	+19
065	57	98	69	+41	-29	+08
066	81	82	85	+01	+03	+04
067	96	84	63	-12	-21	-33
068	74	85	37	+11	-48	-37
069	75	80	94	-05	+14	+19
070	78	90	79	+12	-11	+01
071	88	91	88	+03	-03	-
072	80	91	77	+11	-14	-03
074	53	55	75	+02	+20	+22
076	17	49	76	+32	+27	+59
077	65	65	71	-	+06	+06
080	82	75	79	-07	+04	-03
081	70	90	73	+20	-17	+03
086	94	91	80	-03	-11	-14
089	*	*	82	-	-	-
091	*	52	89	-	+37	-
093	*	*	84	-	-	-
094	*	*	62	-	-	-
095	*	76	85	-	+09	-

* no test results

TABLE 3

% OF GRADE 3 STUDENTS ABOVE STATE REFERENCE POINT IN MATH

SCHOOL	1972	1976	1986	CHANGE 1972-1976	CHANGE 1976-1986	CHANGE 1972-1986
003	51	67	98	+16	+31	+47
004	38	71	97	+33	+26	+59
006	60	51	97	-09	+46	+37
008	62	69	89	+07	+20	+27
011	86	98	94	+12	-04	+08
018	85	71	90	-14	+19	+05
019	72	79	88	+07	+09	+16
027	80	86	96	+06	+10	+16
028	86	86	77	-	-09	-09
032	*	*	94	-	-	-
033	91	76	100	-15	+24	+09
037	33	61	94	+28	+33	+61
038	82	84	100	+02	+16	+18
039	51	61	92	+10	+31	+41
040	60	83	100	+23	+17	+40
043	87	90	83	+03	-07	-04
044	85	88	91	+03	+03	+06
045	83	82	96	-01	+14	+13
051	74	78	87	+04	+09	+13
053	45	87	83	+42	-04	+38
056	76	73	*	-03	-	-
057	56	86	86	+30	-	+30
059	57	76	82	+19	+06	+25

* no test results

TABLE 4

% OF GRADE 3 STUDENTS ABOVE STATE REFERENCE POINT IN MATH

SCHOOL	1972	1976	1986	CHANGE 1972-1976	CHANGE 1976-1986	CHANGE 1972-1986
060	84	85	100	+01	+15	+16
063	98	100	88	+02	-12	-10
064	91	87	99	-04	+12	+08
065	79	98	88	+19	-10	+09
066	90	88	98	-02	+10	+08
067	95	91	68	-04	-23	-27
068	88	88	68	-	-20	-20
069	75	76	96	+01	+20	+21
070	78	88	88	+10	-	+10
071	98	91	98	-07	-07	-
072	88	96	93	+08	-03	+05
074	65	79	88	+14	+09	+23
076	31	88	88	+57	-	+57
077	77	76	90	-01	+14	+14
080	95	79	79	-16	-	-16
081	79	92	92	+13	-	+13
086	97	97	92	-19	-05	-05
089	*	*	96	-	-	-
091	*	80	99	+19	-	-
093	*	*	94	-	-	-
094	*	*	89	-	-	-
095	*	79	92	-	+13	-

* no test results

TABLE 5

% OF GRADE 6 STUDENTS ABOVE STATE REFERENCE POINT IN READING

SCHOOL	1972	1976	1986	CHANGE 1972-1976	CHANGE 1976-1986	CHANGE 1972-1986
003	44	63	91	+19	+28	+47
004	29	36	86	+07	+50	+57
006	*	23	89	-	+66	-
008	19	27	67	+08	+40	+48
011	67	41	83	-26	+42	+16
018	52	49	79	-03	+30	+27
019	46	73	53	+27	-20	+07
027	69	59	80	-10	+21	+11
028	40	49	68	+09	+19	+28
032	*	*	83	-	-	-
033	56	47	79	-09	+32	+23
037	17	24	74	+07	+50	+57
038	52	60	79	+08	+19	+27
039	18	29	75	+11	+46	+57
040	42	47	55	+05	+08	+13
043	60	75	75	+15	-	+15
044	52	62	78	+10	+16	+26
045	54	57	54	+03	-03	-
051	46	83	72	+37	-09	+26
053	32	39	76	+07	+37	+44
056	54	66	95	+12	+29	+41
057	41	44	60	+03	+16	+19
059	*	*	71	-	-	

TABLE 6

% OF GRADE 6 STUDENTS ABOVE STATE REFERENCE POINT IN READING

SCHOOL	1972	1976	1986	CHANGE 1972-1976	CHANGE 1976-1986	CHANGE 1972-1986
060	62	62	51	-	-11	-11
063	85	66	88	-19	+22	+03
064	75	76	*	+01	-	-
065	52	63	71	+11	+08	+19
066	62	57	87	-05	+30	+25
067	80	70	63	-10	-07	-17
068	60	67	53	+07	-14	-07
069	74	62	97	-12	+35	+23
070	76	84	67	+08	-17	-09
071	65	56	73	-09	+17	+08
072	54	76	80	+22	+04	+26
074	28	35	84	+07	+49	+56
076	21	39	64	+18	+25	+43
077	48	38	90	-10	+52	+42
080	95	61	68	-34	+07	-27
081	84	68	77	-16	+09	-07
086	81	81	67	-	-14	-14
089	27	23	84	-04	+61	+57
091	*	46	82	-	+36	-
093	*	*	80	-	-	-
094	51	58	65	+07	+07	+14
095	*	56	86	-	+30	-
187	*	*	67	-	-	-

192	*	*	84	-	-	-
195	*	*	100	-	-	-

TABLE 7

% OF GRADE 6 STUDENTS ABOVE STATE REFERENCE POINT IN MATH

SCHOOL	1972	1976	1986	CHANGE 1972-1976	CHANGE 1976-1986	CHANGE 1972-1986
003	52	57	100	+05	+43	+48
004	29	52	93	+23	+41	+64
006	*	26	86	-	+60	-
008	23	34	88	+11	+54	+65
011	70	39	96	-31	+57	+26
018	62	60	92	-02	+32	+30
019	47	83	76	+32	-07	+29
027	79	55	87	-24	+32	+08
028	49	59	80	+10	+21	+31
032	*	*	97	-	-	-
033	61	64	92	+03	+28	+31
037	22	28	97	+06	+69	+75
038	61	55	82	+06	+27	+21
039	17	41	97	+24	+56	+80
040	33	33	100	-	+67	+67
043	56	64	93	+08	+29	+37
044	56	63	98	+07	+35	+42
045	63	63	81	-	+18	+18
051	49	94	97	+45	+03	+48
053	32	49	95	+17	+46	+63
056	61	58	100	-03	+42	+39
057	34	70	98	+36	+28	+64
059	*	*				
92	-	-				

TABLE 8

% OF GRADE 6 STUDENTS ABOVE STATE REFERENCE POINT IN MATH

SCHOOL	1972	1976	1986	CHANGE 1972-1976	CHANGE 1976-1986	CHANGE 1972-1986
060	61	66	88	+05	+22	+27
063	78	62	96	-16	+34	+18
064	70	65	*	-05	-	-
065	55	67	93	+12	+26	+38
066	56	66	98	+10	+32	+42
067	78	71	75	-07	+04	-03
068	71	57	96	-14	+39	+25
069	68	65	98	-03	+33	+30
070	69	68	79	-01	+11	+10
071	74	54	95	-20	+41	+21
072	60	73	94	+13	+21	+34
074	30	33	95	+03	+62	+65
076	45	45	73	-	+28	+28
077	57	33	95	-24	+62	+38
080	95	51	85	-44	+34	-10
081	85	71	78	-14	+07	-07
086	78	68	96	-10	+28	+18
089	36	24	86	-12	+62	+50
091	*	48	90	-	+42	-
093	*	*	91	-	-	-
094	46	65	92	+19	+27	+46
095	*	55	90	-	+37	-
187	*	*	88	-	-	-

192	*	*	93	-	-	-
195	*	*	100	-	-	-

Examining data from schools that because of very high underachievement generated more money from ESEA Title I (Elementary and Secondary Education Act) and from PSEN (Pupil with Special Education Needs) than any other schools in the district, we see a complete reversal in results. Note the following data garnered from the tables of reading scores for grades 3 and 6

					comparison
		1972	1976	1986	1972 to 1986
School 4	grade 3	24%	68%	78%	+54%
	grade 6	29%	36%	86%	+55%
School 6	grade 3	27%	27%	88%	+61%
	grade 6	-	23%	89%	+66%
School 37	grade 3	24%	50%	91%	+67%
	grade 6	17%	24%	74%	+57%
School 39	grade 3	52%	56%	78%	+26%
	grade 6	18%	29%	75%	+57%
School 53	grade 3	41%	68%	70%	+39%
	grade 6	32%	39%	76%	+44%
School 76	grade 3	17%	49%	76%	+59%
	grade 6	21%	39%	64%	+43%

For example, in 1972 at School 4, less than one/ fourth of all the grade three children were able to read the instructional material for their grade level. Today, over three/ fourths of grade three children at School #4 can be taught with the materials in their programs. As another example, in School 37, fewer than one/fifth of the students in grade six could be taught with grade appropriate material in 1972. In 1986, nearly three/ fourths of the group can participate successfully.

It appears that when the ESAA funds were withdrawn under the "Follow the Children" components, the Office of Education was correct in saying that the district no longer needed assistance and that minority children were doing well.

An investigation of results of June English examinations for grades seven and eight in the same six schools cited earlier reveals a pattern of improvement over the past two years.

Percent of Class Passing the English Examination

		1985	1986
City Average	grade 7	62.1	
	grade 8		82.0
School 4	grade 7	78.9	
	grade 8		97.3
School 6	grade 7	82.8	
	grade 8		86.1
School 37	grade 7	65.1	
	grade 8		72.9
School 39	grade 7	35.8	
	grade 8		87.6
School 53	grade 7	52.0	
	grade 8		82.2

School 76	grade 7	58.3	
	grade 8		83.

Schools #4, 6 and 37 had more students passing than the city average, and Schools #39, 53 and 76 had fewer students passing than the city average in 1985.. The 1986 figures show that the percentages of grade eight students at all six schools are higher than the city average. It appears that the improvements are progressive. Soon these higher achieving students will help improve high school test results.

To further enhance and individualize instruction, the Buffalo City School District will contract with the Board of Cooperative Educational Services (BOCES) for school-by-school test reporting and test item analysis services. These analyses will allow teachers to identify the specific skills in which students show strengths and weaknesses. Instruction will be designed to use the students' strengths to address the weaknesses or need for new knowledge.

As shown, both the preventative and intervention programs have begun to impact on the school district. Step by step, year by year, achievement is improving. However, the success can only be maintained if the support systems are sustained and evaluated and if improvement is ongoing.

STABILITY OF ENROLLMENT - IMPACT STATEMENT

Plaintiffs continue to be against Magnet Schools and falsely content that Magnet Schools:

- cannot be desegregated

- result in creaming or skimming talented pupils away from other schools, leaving them with low achieving students

- take precious resources away from non-magnets

- recruit the best teachers, leaving other schools with mediocre inferior faculties

- will racially imbalance Hutch Tech and City Honors by pulling minority pupils out of these schools indicating that there aren't enough talented minority students to enroll in new Magnets.

In response to plaintiff's allegations:

- Magnet Schools in Buffalo are desegregated and have been since their inception. Our Phase IIIx comments concerning magnet schools bear repeating. These schools have brought white students into the inner-city and have balanced previously all-black school populations.

As Appendix D-I shows very clearly, the acceptance of the Buffalo Public Schools' magnets constitutes an unparalleled success story. Opening in September, 1977, these magnets, located in inner-city minority neighborhoods brought the desegregation program to the point where they now enroll 13,965 students; 7,769 of this number are minority students and constitute 55.6% of the total magnet school population. We maintain that this is a very impressive statistic and a remarkable accomplishment.

- Our magnet school program has been examined by experts nation-wide, including the New York State Education Department, Justice Department, the U.S. Department of Education, prestigious universities and colleges, and numerous school district representatives both in the U.S. and foreign countries. It has been the subject of several doctoral theses. The overwhelming consensus is that the Buffalo Desegregation program is an outstanding success and a model for the nation. (See Appendix D-II)

- Magnet schools and magnet programs do not skim away talented pupils from other schools. Many magnets have a resident population, which represents a significant percentage of the magnet school enrollment. Follow Through, Academic Challenge, Waterfront, M.L.K. Jr., Bilingual #33, Campus North, Native American #19, Futures Academy, Herman Badillo #76/ECC #36, Gifted and Talented #56/64, and Science Magnet #59 all have resident enrollments. In addition, every academic high school is part of the Buffalo Vocational Technical Center. Therefore, academic hign school students, regardless of his or her attendance zone, may participate in any of the 20 Occupational Education strands at B.V.T.C.

Parents opt for certain magnet schools to meet the special needs of their children. Rather than skimming off better students, our documentation shows the contrary. Finally, all magnet school openings are highly advertised and parents may select schools of their choice. Impartial lotteries are held to determine who is enrolled. An exception to this procedure is the Olmsted Gifted and Talented School ##56 and #64) and City Honors. The projected percentage minority at Olmsted is 45% for September, 1986, well above the court order minimum of 30%. City Honors projects a minority percentage of 40%. Buffalo Academy of Visual and Performing Arts, which required an audition for entrance, projects an enrollment for September, 1986, of 52% minority. The total enrollment for all elementary magnets is 12,298. A total of 3,637 pupils or 29.6% are guaranteed spaces because of living in the attendance zone of the Magnet.

The proposed daVinci component of Bennett-SUNYAB will have no special entrance requirements. The Science-Math Magnet at Kensington-SUNYAB will simply require a letter of reference from a responsible adult and an overall average of 85%. These requirements are minimal and certainly will not take the best students from other schools. Students who have met the above requirements will be selected by lottery. Both magnet School components will be 50% minority with 100 pupils per grade level at each school. 10% of the enroll be reserved for children with handicapping conditions.

These pupils will come from several sources. Parents of students attending Campus West, Build, Montessori, Waterfront, and Follow Through have petitioned for continuation of Open Education at the high school level. Parents now send their children to private or parochial schools because this option is not available. They have indicated that they will enroll in the daVinci program. Parents of Science Magnet pupils have also petitioned for a continuation of their program at the high school level. This high quality program also will attract students who now opt for private or parochial education.

Students Opting for Parochial High Schools*

	Minority	Other	Total
Build	9	2	11
Campus West	5	10	15
Montessori	3	4	7
Follow Through	3	5	8
Waterfront	4	14	18
Total	24	35	59

*1986 Eighth Grade
Destination Report

- Magnet Schools do not siphon off resources from non-magnets. This past year we became eligible for additional funds because of our magnet schools. We received an additional $4 million from the federal government and an additional $4.8 million from the State. Through creative writing, we were able to charge basic O&M budget services (i.e., classroom teachers) to the magnet budget. This allowed O&M dollars to be spent on non-magnet schools without magnets participating on an equal basis. Supplies, materials, and textbooks are distributed on a formula basis regardless of where a child is enrolled. For example, a pupil in the third grade at Waterfront receives the same supply and textbook allocation as the student enrolled at Poplar Street Academy #11. (See Appendix D-III)

- The teaching staff in the Buffalo Public Schools is among the finest in the country. Some teachers like to teach in open education, others prefer a traditional atmosphere. Some prefer to become Montessorians, some wish to teach high risk pupils, special needs pupils, handicapped pupils and others prefer to teach where a variety of styles is used. To indicate that a teacher assigned to teach at our Alternative High School is any better or worse than a teacher assigned to home and hospital is absurd.

- The new magnets will not imbalance Hutch Tech or City Honors. The Buffalo Public Schools have the advantage of many qualified students eager to learn and eager for an opportunity to participate in the daVinci and the Science-Math programs. Especially, minority pupils must be given the opportunity to grow and expand their horizons. To have plaintiffs suggest that there are only a handful of minority pupils who could benefit from these programs borders on racism. The Science Magnet #59 is a feeder school to Kensington High School. It is anticipated that many of these pupils will enroll at the Science Magnet School. (See Appendix D-I)

One of the most unusual demographic trends in urban studies is visible in the city of Buffalo. The Buffalo Public School population reflects the second lowest decline of any of the twenty-nine surrounding school districts over the last ten years. This period of time matches exactly the period during which the Buffalo Desegregation-Integration Plans have been implemented. Our schools have averted urban flight and have encouraged young families to return to urban life in order to participate in the excellent educational programs offered city children. (See Appendix IV)

Realtors in the area point with pride to the beautiful architecture in the city, the redevelopment and the cultural resources, but their main attraction is the Buffalo Public School System. They note that the schools have a ring of quality and variety not available in suburban and rural communities. Parents now have the option to match the teaching style of a school.

Buffalo citizens do not want to relocate for economic reasons since comparable public education is hard to find. In fact, costly private education is often unable to compete with the education available in the Buffalo Public Schools.

The following table denotes the decline in enrollment in the Erie County school districts since the implementation of Phase I in 1976 through 1986.

STUDENT ENROLLMENT DECLINE - 1976-1986

school district	% of decline
Lake Shore Central	-15.8
BUFFALO PUBLIC SCHOOLS	-17.2
Frontier Central	-22.3
Akron	-22.6

Orchard Park	-23.4
Holland Central	-25.1
Grand Island	-26.7
Hamburg Central	-26.9
Clarence Central	-28.3
Depew Central	-28.4
Iroquois Central	-29.0
Springville-Griffith Institute	-29.1
Williamsville	-30.4
Tonawanda	-31.6
Eden Central	-35.3
Lancaster Central	-35.7
North Collins	-36.4
Amherst Central	-38.1
Cleveland Hill	-38.5
East Aurora	-38.9
Sweet Home Central	-39.6
Buffalo Parochial Schools	-39.7
Alden Central Schools	-40.1
Lackawanna	-40.4
West Seneca	-41.2
Cheektowaga Central	-41.6
Cheektowaga Sloan	-43.3
Kenmore Central	-45.7
Maryvale	-52.8

The city can look with pride and appreciation on the schools for their stabilizing influence on the population.

The Buffalo City School District, today, is one of the best urban education systems in the nation, a ranking earned over many years of concerted planning. Changes have been incremental, ongoing, and under careful scrutiny and evaluation to assure their validity. In light of this, the position of the plaintiffs regarding the minority enrollment at Bennett and Kensington demonstrates tunnel vision and total absence of objectivity.

Predominately white #81 and #21 students were rezoned from Riverside to Bennett. Predominately white #69, #44, and $40 students were rezoned from South Park to Kensington. Extensive renovation has been ongoing at both schools.

Parents, teachers, and community leaders were inserviced and brought into the planning of redesigning and updating the curriculum at both schools. The result was the implementation of new programs in computer science, international studies, law related and health demonstration.

Although the percentage minority and percentage majority stabilized at both schools (See Appendix D-I), the question that arises is why these two high schools do not attract more white students?

First, it is necessary to examine the public images of these schools over the last fifteen years. Incidents at the schools have had a dominant role in building public resistance against enrolling in Bennett or Kensington. Typical item headings commonly seen in the 1970's were as follows: "Kensington High School Official, Girl Student Are Reported in Fight,", etc. Also, an eye-catching front page headline of that era, "Police Patrol Corridors at Kensington." The focus was not just Kensington; Bennett also had its share: "Bennett Student Faces Trial."- "Bennett Student Pleads Innocent to Riot Charge." "Student Held - Gang Killing." This last incident was mentioned in at least twelve other articles. (Complete articles are in the attached Appendix D-V.)

It was not just these incidents which incited negative feeling toward Bennett and Kensington: the hate vendors of the day also contributed to the growing problem. A neo-Nazi group has representatives distributing "anti-black" slingers near Kensington High School. These slingers were decorated with swastikas and the masthead proclaimed "Neo-Nazi National Socialist White People's Party." This kept the focus on Kensington High School and further tarnished its image, leaving the public with a picture of a troubled and dangerous situation. A member of the Buffalo Common Council poured oil on the flames and made derogatory remarks about the school scene, i.e., "He (Superintendent Joseph Manch) has not kept his promise to maintain discipline," and, "This has become the lousiest school system in the state" (Buffalo Evening News, October 19, 1972).

Now, we are asking, "Where have all the children gone?" Their parents, after fifteen years of hearing about the problems in the high schools, the low test scores, the need for task forces on discipline, drugs in the schools, etc., and, regardless of greatly improved recent records and results, do not want to gamble with their children's futures. If they have the wherewithal, some opt for private education. Within both the Bennett and Kensington districts, there is easy access to many private institutions, for example, Mount St. Joseph's, Buffalo Seminary, Nichols, Nardin Academy, Sacred Heart, Mount St. Mary's, Canisius, etc. Some parents who cannot afford private schools seek other avenues of escape, including the false claim that children are living with relatives in other communities.

At this time, Bennett High School has a majority population of 31.7%, yet the resident population reflects a potential majority student population of 44.9% (See Appendix D-VI). This 13.2% difference demonstrates that many parents are seeking and finding other options for their children. Parents must be made to feel that their children are safe in any school situation. They also have to be made aware of the high quality at both schools and the proposed new Magnet Programs. (See Appendix D-VII)

Kensington has a majority school population of 30.6%; its resident school population is 46.5% (See Appendix D-VI) The difference of 15.9% seems to indicate that the school needs to develop a positive image. Bennett and Kensington have both undergone the same pressures of the 60's and 70' that were so violently manifested at the colleges and universities. Their close proximity to SUNY at Buffalo often subjected them to the same image problems and poor publicity since there was often spillover initiated by roving groups of college students.

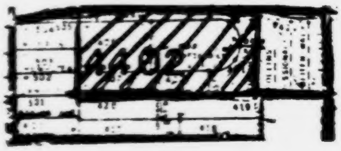
To further compound the issue, Kensington High School was caught in the middle of a population shift artificially created by the Buffalo Municipal Housing Authority (BMHA). Kensington High School is bounded by a secondary street on one side, and on the other three sides by two large housing projects (Kenfield and Langfield Projects). The BMHA purposely assigned predominately minority families to these projects during the 1970's. The result was that, to the observer or passerby, the school seemed to be racially isolated in an all black community. This false perception plus the poor image described above has resulted in apprehension among white parents to send their children to the school.

Buffalo Municipal Housing Authority

Kenfield-Langfield Projects Area

Tract 44.02

	Block	Black	Others	Total Population	
1970	401	53	325	378	
	402	12	144	156	
	403	122	489	611	
	404	90	510	600	
	406	0	0	0	
	407	23	151	174	
Total		300	1,619	1,919	15.6% Min.
1980	401	245	31	276	
	402	187	20	207	



	403	470	72	542	
	404	317	127	444	
	406	15	7	22	
	407	226	39	265	
TOTAL		1,460	296	1,756	83.1% Min.
Diff.		+1,160	-1,323	- 163	

The following table identifies both the private and Buffalo Diocesan high schools accessible to the Bennett and Kensington communities. It can be noted on the chart the number of Buffalo residents who are in grades 9-12 at these schools. While all of them are not from Bennett and Kensington districts, it can be inferred that a sizable percentage do reside in the district, these two high schools are the only ones not reflective of their neighborhood resident populations. (See Appendix D-VI)

Student Populations, Buffalo Private/Diocesan Secondary Schools

For 1985-1986

School	ECIA DATA SOURCE*	TESTBOOK LOAN SOURCE**
Bishop McMahon	142	160
Bishop Timon	585	446 (76% total)
Buffalo Seminary	166	-
Calasanctius	43	-

Canisius High	631	233 (37% total)
Carroll/Turner	540	584
Holy Angels Academy	200	126 (63% Total)
Mt. Mercy Academy	776	406 (52% total)
Mt. St. Mary Academy	-	118
Mt. St. Joseph Academy	275	258 (92% total)
Nardin Academy Academy	371	111 (29% total)
Nichols School	420	-
Park School	-	31
Sacred Heart Academy	-	139
TOTAL	1,149	2,612

*Numbers generated by BEDS data to Education Consolidation Improvement Act, Chapter II, total High School Population

**Numbers submitted to Board of Education by school for textbook loan program, reflects Buffalo residents attending the school.

It can also be noted in the table that both Nichols and the Buffalo Seminary do not participate in the textbook loan program. Therefore, their actual Buffalo population cannot be counted. However, based on the other schools, a low estimate of about 25% of their students may be Buffalo residents. This percentage would bring the second column total up to over 2,700 students.

In addition to this number of Buffalo non-public school students, another unknown exists in terms of students attending other public schools both in Buffalo and the suburbs using false addresses.

The district is certain that it can overcome both image and population problems by presenting dynamic programs at both schools, programs that cannot be offered at any other Western New York schools, whether public, private, parochial, or independent. These programs will defy replication in that they will utilize not only the excellent staffs, facilities, and services of the Buffalo Public Schools, but also those of the State University of New York at Buffalo. The projected Leonardo daVinci and the Science and Math magnets will come to life in the halls of Bennett, Kensington, and at SUNYAB. Minority and majority students will be afforded opportunities to participate in all levels of the high school and college environments that will be specifically designed for them. The usual constraints on curriculum offerings will be diminished as the university will be able to augment the courses offered at both schools. These magnets were developed by task groups of teachers, administrators, parents, curriculum specialists, etc. (See Section J)

The Leonardo daVinci program will be located at Bennett High School and SUNYAB. It will evince the following characteristics: interdisciplinary teams, block scheduling, student-teacher planning, "Town Meetings," student advisor system, use of community resources, cooperative curriculum planning school/university/community, etc. The major thrusts of the program will be:

1. to provide a liberal education
2. to emphasize thinking processes critical to a changing society
3. to provide a learning environment using the university

community as an integral part

All students of varied abilities will participate as long as they have an interest in a future oriented, interdisciplinary environment with diverse learning options to reinforce and extend basic skills, stimulate creativity, develop reflective thinking and broaden interests. This program will definitely seek to prepare minority and majority students with multiple opportunities to identify with and relate to minority persons at a University (staff and students).

Kensington High School and SUNYAB will house the student population for the Science and Math Academy. This magnet, as well as the Bennett magnet, will be totally non-replicable in Western new York. In fact, it will be similar only to the Bronx School of Science and the North Carolina Science High School. This program will expand and extend scientific learnings begun at the Elementary Science Magnet and will attract both minority and majority students. These students will have manifested interest in science, mathematics, and computers, and, in this program, students will be able to utilize the college expertise and facilities as complementary resources. They will have opportunities to develop sophisticated analytical skills in an environment designed to stress inquiry, research, logic, and active participation by the learner.

The course of study will be offered at both Kensington High School and at SUNY at Buffalo. In this design, as in Bennett's, minority students will be exposed to many minority adults at the university and they also will have the opportunity to identify with college personnel. These models are not always accessible to racially isolated groups. Students' horizons will be further expanded to include resource people in business, in industry, and in government who make extensive use of persons from the sciences. The Buffalo Area Engineering Awareness for Minorities program will continue to be expanded and improved. (See Appendix D-VIII) This additional exposure of minority and majority students will further broaden their vocational and post-secondary choices, as it will make them aware of the many varieties of career choices.

It is further proposed that Kensington's ninth grade be housed at vacant Archbishop Carroll of another suitable site. This will allow Kensington High School to fully develop its magnet program and also allow incoming freshmen a year of preparation of replicating the successful program at South Park Prep. (See Appendix IX)

Bennett and Kensington High Schools have produced and are producing successful graduates who have excelled in all walks of life.

This proud history will be enhanced by future generations who will have the opportunity to participate in programs designed to be on the cutting edge of technology. These carefully designed curricula will not only provide a stable integrated enrollment for the 1980's and beyond, but will provide a foundation for minority and majority city children to be competitive and to excel in sophisticated high tech job opportunities now open largely to the affluent.

AWARDS

Now in its 11th year of operation, the Buffalo Public Schools' Magnet and other exemplary programs, continue to receive the plaudets of educational authorities around the country. (Appendix E-I.)

In 1983, the Search for Excellence in Science Education Program named the Science Magnet School: Zoo Satellite as one of ten exemplary programs in Middle/Junior High School Science Education in the United States. Lafayette and Grover Cleveland High Schools, were recognized among ninety-two schools in twenty large American cities as recipients of awards from the Ford Foundation in April of the same year. A City High School Recognition Program was initiated by the Foundation to honor and strengthen schools in a cross section of American cities that in recent years had made important gains in student learning, discipline, administrative and faculty leadership, parent participation and community involvement.

In February, 1984, Frederick Law Olmsted School was named one of nine exemplary high schools in New York State by Commissioner Gordon Ambach. The school was nominated under the U.S. Education Recognition Program and was the only W.N.Y. school selected for this honor.

Having been nominated by New York State Education Commissioner in February, 1985, the School 59 Science Magnet: Zoo Component, was one of 227 public and private secondary schools cited as "models for the nation" by the Department of Education

National Commission on Excellence in Education. In addition, Buffalo's City Honors School was chosen as the Senior High School nominee.

The 1985-86 school year saw Federal Education Secretary William Bennett honor four Buffalo schools, the highest number in any public school district in the country, with National Excellence Awards. The four schools included: Futures Academy, School 54 Early Childhood Center and two of the District's Grades 3-8 Academies, West Hertel and Houghton. These schools were selected on the basis of measured success in using resources, meeting students' needs, achievements in reading and mathematics and the school's record in overcoming obstacles and sustaining progress.

A 1986 nation-wide search for successful programs to improve the education of disadvantaged children resulted in special recognition by the U.S. Department of Education for the Chapter I Early Push Program. The program was one of 279 submissions by districts nationally, and among the 130 earning the distinction in April, 1986. (See Appendix A-6.)

The Buffalo District schools have been recipients of many accolades in out-of-town press, i.e., the "Cleveland Plain Dealer", the "New York Times", and the "New Republic" magazine. (See Appendix E-II.) A research study by Dr. B. Cooperman and Dr. M. Fishley entitled, "A Study of Selected Open Space Schools in New York State," published by the State University College at Buffalo in 1979, cited the Waterfront School as a superior example of an open space/open education model.

Buffalo Schools have outdistanced many others in the development of unique curricula and in the securing of special funding to further unique curricular offerings.

Highly competitive grants from federal and state agencies that rarely fund public school districts were awarded to Buffalo because of their distinctive and unique curricula and programs. Among them were: the Environmental Studies Act grant to develop a solar windmill at Hutch-Tech, and to purchase from Boston Whalers for the Aquatic Ecology Program at McKinley; an Ethnic Heritage Grant (Chapter 11) to develop curriculum guides about Ethnic Groups living in Buffalo; a grant from the National Endowment for the Humanities to fund the Western New York Teacher Institute shared by SUNYAB and the District; the Buffalo Teacher Center grant awarded by the University of the State of New York Section 9 Chapter 53; and Title 4A of the Indian Assistance Act. (See Section G)

Awards have also been received for the development of the unique curricula which were outgrowths of the desegregation design. For example, EPIC (Early Parenting Information for Children) (see Appendix E-III), received Presidential Recognition for an outstanding volunteer and community service program; it was recognized by the New York State School Board Association as one of three outstanding programs to prevent "dropouts," and its curriculum guide "Growing Up Together, Grades4-6," was validated for replication by the New York State Education Department.

Another model of excellence is that of the Early Childhood Center program. This program has demonstrated high success since its inception in September, 1980 and will soon be validated by the State Education Department as an exemplary program. This program, with its unique designs in curriculum, staffing, school organization, and parental involvement have provided us with a model that compliments our desegregation order. (Appendix E-IV)

The "Dance Curriculum Guide" and the "Telecommunications Curriculum Guide", developed for the Buffalo Academy of the Visual and Performing Arts were the first and only guides of this type approved of by the New York State Education Department. Also, the "Buffalo Datakit," a copyrighted boxed social study program addressing the history and people of Western New York has been replicated and used by virtually all the surrounding school districts.

The "National Committee for School Desegregation," had as founding members the Buffalo District Curriculums Department Staff. This organization pursued funding for school districts undergoing desegregation. It held national and regional conferences and received Office of Education awards.

MAGNET SCHOOLS

The concept of "magnet school" was to have a curriculum reflect a particular philosophy, use a methodology unique to the presented information, and meet the needs of the students opting to participate in the school. Buffalo, in designing many magnet programs, has been purposefully increasing the choices available to a very heterogeneous community.

These programs do not skim persons from, "the other schools." Rather they provide alternative education to thousands of students. These students might very well opt out of the system or rebel within the system if other paths were not provided. An effect of the magnet program is probably reflected in the district's decreasing dropout rate and increasing achievement scores. Entry by lottery system does not allow for homogeneous grouping except for gifted and talented students.

The 1980's have shown a reduction in the number of minority students attending college. This loss of educated human resources will impact on the future of the United States. More than ever before students need the skills, education, and training to be able to face the future.

A school such as the DaVinci Model, proposed for the State University at Buffalo campus would make available a college campus to a student who might not otherwise consider post-secondary education. Students need to develop the ability to recognize their own strengths and to see the very broadest ranges of choice that they will be able to make as educated adults.

Minority students, given opportunities to work on a university campus, become familiar with a collegial environment, begin to feel secure there, and will more readily opt for post-secondary schooling. Also, they see other black students, professors, and other professionals functioning well in their varied positions and roles. All data on unemployment, particularly with minority students, demonstrates that future earnings are predicated on holding at least a high school diploma and hopefully post-secondary education.

Futurists state that students in elementary school today will probably change their careers or jobs almost ten times before they retire because their initial jobs will become obsolete. Each change will require retraining. Therefore, the necessity for learning how to learn will be continued throughout one's lifetime.

A program at a university, particularly with minority children, will help students acquire realistic self-concepts and positive self-esteem in conjunction with the basic skills necessary for success in their fields of interest.

Also, the addition of a magnet component at the State University at Buffalo will provide the district with more space for secondary students at both the existing magnet schools and the vocational schools.

As shown in the chart on page F-6 , almost 3,000 students from parochial and private schools have been accepted into magnet schools. This figure does not include the thousands of pre-k and kindergarten children who previously and traditionally had attended parochial and private schools and now have opted for a public school.

In support of the need to expand the district's secondary options constantly, it is important to note the increased number of Buffalo students taking Regents and other examinations. Virtually every secondary school in the district is represented in the testing, and the ranking is not always the Honors High School first. For example, June, 1986 results show:

.Math 12 H (schools with over 80% passing) lowest to highest

Hutch Tech
South Park High School
Lafayette High School

.Biology Regents Exam (schools with over 50% passing)

Bennett High School
Arts Academy
McKinley Vocational
Riverside High School
Hutch Tech
Grover Cleveland
South Park High School
Buffalo Traditional
City Honors
Emerson Vocational

.Chemistry Regents Exam (schools with over 50% passing)

- South Park High School
- McKinley Vocational
- Hutch Tech
- Riverside High School
- City Honors School
- Buffalo Traditional

.Physics Regents Exam (schools with over 50% passing)

- Lafayette High School
- South Park High School
- Bennett High School
- Hutch Tech
- Buffalo Traditional School
- City Honors School

.Spanish IV exam (schools with 100% passing)

- McKinley Vocational
- Buffalo Alternative
- Lafayette High School
- Grover Cleveland
- Bennett High School
- City Honors School

Also, the advanced placement course and exam in American History were offered at both Bennett High School and City Honors School. The results of the testing were as follows:

Bennett High School had forth-eight students take the exam; forty-seven passed.

City Honors had twenty students take the exam, and all of them passed.

The testing patterns seem to indicate that the high ability children are not skimmed off and sent to one or two schools. Students throughout the district have high ability, and the City Honors Magnet or the vocational schools are not always their choice. Many students want a program which only academic high school offers - a broad curricular choice without pre-determination of career. Now it is important to meet students' needs in the areas of the humanities and the sciences. Those students desiring extended options not currently available will be encouraged to go to Bennett and Kensington so that they can become part of the SUNY component.

SUBJECT: Private and Parochial Placements 1977 - 1986

SCHOOL YEAR	TOTAL PLACEMENTS
1977	128
1978	211
1979	209
1980	309
1981	391
1982	320
1983	336
1984	301
1985	317
1986 (as of 8/18/86)	326
Grand Total	2848

n.b. Does not include thousands of youngsters enrolled in our kindergarten and pre-kindergarten programs who would have traditionally attended parochial schools.

Staff Development

Staff development is an ongoing process which has involved thousands of district teachers and administrators over the past several years. The following professional development workshops have had particular focus on providing teachers and administrators over the past several years. The following professional development workshops have had particular focus on providing teachers and administrators with materials, strategies, and techniques designed to meet the needs of children with special learning problems and/or behavior problems:

- Affective education workshops
- "Teaching/Reaching the Inner City Child"
- "On-site multicultural education curriculum infusion workshops"
- "Intermediate Level Special Education Social Studies"
- "Improving Students' Self Image"
- "Understanding and Coping with the Adolescent Student"
- "Pictolinguistics - Using Art to Improve Student Development"
- "Human Growth and Development
- "Environmental Exploration for the Young Child"
- "The Mildly Handicapped in the Regular Classroom"
- "Ethnic Literature"
- "Women Artists'
- "Literature by Black Writers"
- "New Regulations for Handicapped Students"

In addition, flexible interdisciplinary units have been developed for use by secondary teachers. Special efforts have been made to include content that is representative of minority groups and concerns.

As a result of securing a two- year competitive grant from the Federal government, the district, working in collaboration with S.U.N.Y.A.B., received money from the national Endowment for the Humanities. A program was designed to provide interdisciplinary units for use by secondary teachers. Last year,- twenty-five teachers attended a six-week summer workshop for college credit. Last September, they worked for three hours every Saturday to develop units of instruction. During the second semester, they field tested the material in their own classrooms. The twenty-five teachers then provided six hours of in-service to train teachers from all of the city high schools (Appendix G-I). Approximately 200 district secondary teachers have received six hours inservice dealing with the content and use of the following units:

- Liminality and Acculturation
- The Individual and Society
- Women in Society
- Economics
- Openmindness

The same number of teachers will be inserviced this September for six hours concerning the content and use of the following units:

- Heroic Characterization
- Multiple Perspectives
- The American Mosaic
- Latin America

Objectives have been designed on a global or universal basis so as to include both historical and contemporary issues and concerns of people of all cultures.

In addition to the foregoing inservice training, specific training was afforded special education teachers in the area of identification, evaluation, and mainstreaming. Through the joint efforts of SEPAC (Special Education Parents Advisory Committee) and SETRC (Special Education Training and Resource Center) training sessions addressed various needs: mainstreaming, Part 200.6 CRR, bilingual Special Education concerns, Project PASS, Understanding Emotionally Disturbed Students, Vocational Education for the Handicapped, Phase II IEP (Appendix G-2).

Community based education for TMR, effective teaching of the slow learner, learning centers, skills sequence, adolescent behaviors, alternative testing and facilitating mainstreaming by school based teams were among other topics treated in either individual or a series of group meetings.

Transition to high school, aging out of students, and effective teacher-parent conferencing were among the topics addressed by the Parent Education Program for Special Education.

Since the court order, curricula have been written to address the changing needs of our schools. The new curricula include the following:

- The Science Magnet School program
- Special Education, Intermediate Level Social Studies Program
- All About Buffalo - Local Studies
- Buffalo Datakit
- Growing Up Together Curriculum (EPIC)
- Black Studies Curriculum
- Native American Students
- Holocaust Curriculum
- The Visual Arts and Ethnicity
- Finance Magnet Program
- International Studies Program
- Native American History and Culture, Grade 12

Each curriculum guide generated teacher in-service at the school level and, therefore, was another factor involved in professional growth and development.

Many additional staff in-service programs have been adopted, These programs are specifically targeted to:

1. extend and expand professional skills
2. support specific new instructional programs
3. strengthen the integration process
4. comply with the Regents Action Plan

In the years since 1976, the Buffalo Public School System, in response to court-ordered desegregation, had undergone significant reorganization and programmatic changes, primarily in its elementary schools. The extension of these new programs into the secondary school was the next logical step. As a result of a district assessment of needs, an examination of current research, an examination of innovative educational programs across the country, and with input from Buffalo administrators, the B.T.F. and S.U.N.Y.A.B., Buffalo has put into place a comprehensive teacher training program - Buffalo Educators Study Teaching Together - the BEST_T Plan (Appendix G-III).

Administrators, department chairmen, program coordinators, and teachers from all six academic high schools received extensive inservice training during the 1986-87 school year.

In addition to the acquisition of new successful teaching techniques, BEST_T establishes a common instructional language, involves all members of the school community, is school-level based by being linked to a total school improvement program, and sparks a renewal of and commitment to personal professional growth.

The Buffalo Teacher Center has become a viable and effective influence in the district over the last five years. The center has expanded its activities each year to meet the increasing demands placed on it. The programs and services offered responded to the needs of teachers and students. Workshops, one district-credit courses, resource booklets, recyclable materials, information, and dialogue attracted over 4,000 teachers to the center. The steady support of teachers has underlined the value of the center in providing valuable information and assistance in such areas as local history, computer literacy, writing skills, math, and reading.

During the 1985-86 school year, the center began a pilot project of providing service at the building level. Three school site staff development programs were designed to meet the needs of the faculty at each site. The center was also involved in six curriculum writing committees, and worked cooperatively with SUNY to review and disseminate information on educational software. Thirty-six general courses, thirty workshops, and thirty-two computer course workshops were offered during the 1985-86 school year to 1,473 teachers, plus 115 teachers at building sites. The growth of the center is limited only by the funding (Appendix G-IV).

The Integration Concerns Committee (I.C.C.), formed in response to concerns of Superintendent Eugene T. Reville, continued to meet frequently to map strategies to maintain the positive climate that has existed in the district's schools and to promote inter-group understanding among students and staff (Appendix G-V).

During the 1985-86 school year, an elementary component was formed, resulting in I.C.C. teacher representatives throughout the district. The committee has thirty-one secondary teachers and thirty-eight elementary teachers representing thirty-six schools. As a result of planning meetings, the Integration Concerns Committee decided that the following issues would be the major concerns for the 1986-87 school year:

1. Suspensions - majority vs. minority
2. Imbalances in special education classes
3. Desegregation of identified schools

4. Impact of the Regents Action Plan on dropouts

Under a grant awarded by the Department of Law-Related during the 1985-86 school year. These included the establishment of liaisons with the Erie County Bar Association, the Buffalo Police Department, the New York State Bar Association, the Erie County District Attorney's Office, the courts, and a number of other crime prevention and law-related agencies. Additional activities involved the development of law related curricular materials for use by elementary and secondary teachers and extensive workshops and courses on teaching the law. The Buffalo City School District has been awarded a second grant to fund law-related activities during the 1986-87 school year. These activities will include on-site inservice programs, district staff development, curriculum development, and presentations at state and national conferences. The focus, during the coming school year, will be on the United States Constitution.

The Unified Learning Approach has been developed to enable teachers to teach critical thinking skills and communications skills through their existing lesson plans in Health, Science, and Social Studies. The Unified Learning Approach was developed for students of all ability levels and interests and has been successfully tested across the student ability spectrum. ULA program piloting has been carried out at a number of schools and school districts in Southwestern Wisconsin and Western New York.

Dr. David Archibald, president of the Unified Learning Institute, is adjunct professor at the State University College at Buffalo. The Buffalo Public School System hopes to work with him during the 1986-1987 school year in the development and piloting of a Health education component in alcohol, tobacco, and other drug substances, a unit mandated by the New York State Education Department. The system and problem-solving approaches would be applied to the Health Education curriculum content outlined in the State Education Department's 1986 Health Education syllabus, Grades K-12. The piloting of this program will involve approximately six to ten teachers at four district schools. Initially, the program will be tested on the fifth grade level. This will be accomplished at no cost to the district.

All of these training programs involve many hundreds of teachers and administrators in schools throughout the district. For the first time, beginning in 1987 and for every succeeding year, staff development will not involve every teacher and administrator in every building from September to June. The implementation of the Regents Action Plan* involves new curricular materials, new approaches to teaching, and new areas of accountability.

Teacher training was begun in 1985-86 school year through a cooperative effort involving the State Education Department,-BOCES, the RAP Coordinators, and non-public schools in the long-ranging planning. Emphasis for this year was in the areas of K-6 Science, Foreign Language,Mathematics, and the Use of Technology. Training funds are requested for implementation of the following syllabic which will be ready for state-wide use in 1986-87: language arts, art,music, health, physical education, safety guidance and library media. The State Education Department is also in the process of refining the procedures to be used to in-service teachers in the area of Occupational Education, Technology, Home and Career Skills and Occupationally-Related Mathematics and Science.

This emphasis upon staff-retraining correlates with the objectives found in the schools' individual Comprehensive School Improvement Program. Through the acquisition of current knowledge and understanding of its application in the classroom, teachers and administrators will be working toward the District's goal of improving students' achievements.

PARENT INVOLVEMENT

From 1976 to the early 1980's, at the height of the desegregation planning process, parent involvement in the Buffalo Public Schools reached its apex. Parent advisory groups at the school and district levels reached record numbers as district staff sought opportunities to involve parents in the search for solutions to meet the desegregation court order. The ESAA Advisory Committee, formed to monitor the activities of the Emergency School Assistance Act in newly desegregated schools, grew from twelve to sixty members in a few short years. Thousands of parents participated in community meetings held throughout the city to inform parents of the court order to and seek suggestions for an approved remedy. As desegregation efforts proceeded, Human Relations Committees were established in each school to involve parents, students, and teachers in continuous communication during the transition process.

Parents throughout the city rose to the occasion and challenged and assumed critical roles as members of desegregation monitoring commissions and organizations such as BAMM (Buffalo Area Metropolitan Ministries). Parents manned an Information Hotline, dispensing information on bus routes, new programs, etc., as well as quelling rumors. Parents attended numerous training sessions organized by the district's Human Relations Team throughout the city. Existing parent organizations such as Chapter I (then Title I) (See Appendix H-I), both District

Advisory Council and individual school advisory councils increased their levels of activity and supported changes necessary district-wide. The School Integration Advisory Committee (SIAC) (See Appendix H-II), formed to monitor programs in QIE schools before the court order, remained extremely active in involving parents. Additional parent groups and activities were formed as newly established programs were launched. Early Childhood Centers focused upon increased parent involvement as a critical part of their program. Innovative devices such as the homework calendar and a special telephone line (the Early Childhood Connection) keeps parents actively informed and involved in their child's early education. The nationally-acclaimed EPIC (Effective Parenting Information for Children) program relies heavily on parent volunteers for its success as it hosts workshops across the city to help parents improve their parenting skills.

At the district's vocational high schools, special vocational education advisory councils were established and involved hundreds of parents and community members. These councils play an important role in maintaining the high quality of Buffalo's vocational programs.

The growth of special education programs under P.L.94-142 has prompted further efforts to involve parents in program planning, monitoring, and workshop opportunities. The Special Education Parent Advisory Committees (SEPAC) and the Parent

Education Program (PEP) are coordinated through the Special Education Department and involve hundreds of parents annually in a variety of activities at the district and school level.

All of these parent groups and programs played a significant role in the successful integration of the Buffalo Public Schools. However, as the desegregation process matured, and parent confidence was restored in the public schools, parent activism diminished, and the number of parents participating directly in special groups and activities at both the district and school level declined. After a decade of successful transformation, it is necessary to institute measures which will again call forth the energies, enthusiasm, and support of parents.

The call for a renewal of parental commitment, support, and involvement at our district schools will take place on two fronts, at the district and the school level.

District Level

A Parent Center will be established in a convenient, centrally located site to serve parents from the entire district. The center will offer a multiplicity of programs and services that will benefit parents from all schools. It will also provide a mechanism for coordinating the activities of the numerous existing parent groups and programs. An advisory board, representative of constituent groups across the district, i.e., Chapter I DAC, SEPAC, SIAC, individual board groups, etc, will be formed to guide and monitor the activities of the Parent Center. The major purpose of the Center will be three-fold: to increase parental activism, awareness, and assistance on a district-wide basis. In order to achieve these purposes, the center will coordinate existing activities as well as initiate new programs, resources, and services. Proposed activities include:

a. A series of inservice education programs, guest lectures, etc., for parents.

b. A lending library of games, activities, books, and pamphlets for parents to use at home.

c. Specific instructional programs, i.e., computer literacy programs.

d. Specific training for parents assuming leadership roles in their respective school parent organizations.

e. Specific training for staff members responsible for coordinating and increasing parent/community activities.

f. Coordination of activities and maintenance of a master calendar of events of all parent groups and training.

g. Coordination and assistance with orientation, training and recognition of parents who assist directly in schools.

Building Level

In addition to the Parent Center, the superintendent has directed each building principal to form a Parent Advisory Group for his/her school for the 1986-87 school year. Each school's parent advisory group will be established by October, 1986 and will be encouraged to join the Buffalo PTA Council. Membership in the Council will be representative of the student population served by the school as well as representative of existing parent sub-groups currently serving the school (i.e., Chapter I Parent Advisory Group, P.T.A., P.T.O., etc.).

It will be the responsibility of each building principal to assist in the organization and coordination of his/her parent group. Each group will establish a calendar of regular meetings and provide advice and recommendations to the building faculty and administration on matters relating to the school's programs, activities, etc., as well as the annual plan for improvement.

SUSPENSIONS

The Buffalo School System recognized the need to develop and implement strategies that reduce negative reactions at all levels of the school-community population. From the beginning, the desegregation effort has been successful due to the awareness of promoting positive attitudes toward living in an integrated society. As a part of the process, prevention and intervention programs dealing with suspensions have been initiated and have demonstrated success. Maintenance and expansion of these programs, as well as increased educational options, all work towards reduction of students exhibiting alienating behaviors. It should be noted that suspensions are not to be confused with explusions. While suspended students may reflect symptoms of societal unrest, the school system recognizes its responsiblity for appropriate instructional placement and intervention programming.

A comparison of the incidence of formal suspensions, the formal suspensions for special education, informal suspensions, and guidance conferences shows that there have been significant increases. It is acknowledged that the seriousness of this incidence demands an active response on the part of the school system. (See chart on following page)

FORMAL SUSPENSIONS

YEAR	NUMBER	PERCENT INCREASE/DECREASE from FROM PREVIOUS YEAR	PERCENT INCREASE/DECREASE over 5 YEARS
1985 - 1986	570	+ 72.7%	+ 328%
1984 - 1985	330	+ 20.0%	
1983 - 1984	275	+ 45.0%	
1982 - 1983	190	+ 42.0%	
1981 - 1982	133	----	

FORMAL SUSPENSIONS - SPECIAL EDUCATION

YEAR	NUMBER	PERCENT INCREASE/DECREASE from FROM PREVIOUS YEAR	PERCENT INCREASE/DECREASE over 5 YEARS
1985 - 1986	222	+ 67.0%	+ 825%
1984 - 1985	133	+ 37.0%	
1983 - 1984	97	+ 38.0%	
1982 - 1983	60	+ 150.0%	
1981 - 1982	24	----	

INFORMALS - P.P.S. CONSULTANT INVOLVED

YEAR	NUMBER	PERCENT INCREASE/DECREASE from FROM PREVIOUS YEAR	PERCENT INCREASE/DECREASE over 5 YEARS
1985 - 1986	863	+ 0.0%	+ 31%
1984 - 1985	857	+ 10.0%	
1983 - 1984	781	+ 9.0%	
1982 - 1983	717	+ 8.0%	
1981 - 1982	661	----	

GUIDANCE CONFERENCE - P.P.S. CONSULTANT INVOLVED

YEAR	NUMBER	PERCENT INCREASE/DECREASE from FROM PREVIOUS YEAR	PERCENT INCREASE/DECREASE over 5 YEARS
1985 - 1986	161	+ 101.0%	+ 242%
1984 - 1985	80	+ 70.0%	
1983 - 1984	47	- 1.0%	
1982 - 1983	53	+ 1.0%	
1981 - 1982	47	----	

FORMAL SUSPENSIONS
COMPARISON OF MINORITY TO OTHERS
TABLE 2

YEAR	NUMBER	MINORITY	OTHER
1985-1986	570	80%	20%
1984-1985	330	73%	27%
1983-1984	261	75%	25%
1982-1983	190	80%	20%
1981-1982	133	76%	24%

The largest growth is noted in the area of special education population. The implementation of "grouping students by needs" (Part 200.6 CRR) will address the placement of those students with extreme social/emotional needs in smaller instructional groupings and often will have the use of a full-time aide. The professional staff in these classes are carefully selected for and assisted in their behavioral intervention models which will assist students in extinguishing inappropriate behaviors that can result in suspensions.

Secondary "high risk" students are defined as those who are capable of achieving but, due to personal, social, or emotional conditions, have high truancy and tardiness rates, lack discipline in completing assignments, exhibit lack of self-control, are frequently suspended, and have potential for leaving school before graduating. The following describes some of the intervention programs and education options currently available to these students or in proposal form.

The Buffalo Alternative High School and Satellite Program consists of a center and "nine" satellite sites. Begun in one school in 1973 with 200 students, the program currently enrolls 1,056 students. While continuing to address the students' curricular needs in terms of credits, the student is prepared to return to the home school and continue his/her program until graduation.

The racially balanced satellite program is highly individualized and addresses the immediate, individual needs of the student based on specific assessment tools. The program for each student incorporates personal and career counseling, appropriate academic course selection, vocational training options, and relevant work experience. All courses follow standard syllabi.

The involved staff are all selected based on their desire to work with high risk students and their belief that suspensions can be reduced and early-leaving controlled. Each instructional team consists of a school counselor, a mathematics-science teacher, an English-social studies teacher, and a special education teacher. Service staff include a psychologist, reading teacher, math specialist, and two aides.

Program participants spend four half-days at a satellite center, one-half day at the Center school and five half-days in a paid work-study experience (VEA and CETA funded). Over 300 work sites in the community are utilized.

CAO - Attendance Intervention Model (AIM) Team Cooperative Program - The Buffalo Board of Education, the Community Action Organization, and the Buffalo Police Department have joined together in a concerted effort to improve school attendance (see Appendix A-IX). The resulting Attendance Intervention Model (AIM) had prompted action to intercept truants and return them to school immediately and offers assistance to the students and their families to insure better attendance. Over 2,629 interventions were recorded in the 1985-86 school year. Students are interviewed and data gathered on each occurrence. Parents are contacted and informed of their legal obligation to insure that their children are afforded every opportunity to secure an education.

Currently plans are formulated to augment the existing teams with the services of a community aide located in those schools with the highest incidence of AIM contacts. The student's residence will be visited to insure involvement of a significant adult or a true partner with school personnel in planning and achieving a productive plan for each student. Possible referral to a relevant community social agency for assistance will be evaluated at this time. In addition, any possible internal school accommodation (scheduling difficulties, lunch room apprehension, etc.) will be addressed to insure that the student's concerns that might possibly lead to truancy are given full consideration.

In September, 1986, a Citizen Task Force will be created, consisting of community members to include parents, teachers, students, administrators, legislators, and Buffalo Board of Education members, to focus on developing additional positive mechanisms to reduce suspensions.

The Expanded Occupational Education program provides opportunities for all students, including a curriculum adapted to meet handicapped students' needs, and will be offered at five self-contained vocational high schools. The Buffalo Vocational Technical Center will also offer this program to all academic high school students. Job related education provides many high-risk students with opportunities to be successful and to be able to value education as a means to economic gain.

The Expanded High School Guidance Program is a model which incorporates the high school guidance program with its elementary feeder schools. Each Guidance Center then presents a single program designed to service each high school and its specific feeder schools. The objective is to intervene, to articulate, and to resolve student problems that occur in the transition from elementary to secondary schools.

The district is working in collaboration with State University College at New York and State University of New York at Buffalo staff in the submission for state funding of a program for "high-risk" students at Grover Cleveland High School and at Riverside High School. The proposed program includes student identification, selection, and orientation, a mentor-student component which includes counseling of high school students by their college student mentors, on-site staff development training sessions, and a curriculum and materials adaptation component designed to assure relevancy of materials for identified student participants. Students graduating from high school under this program will be guaranteed admission to the State University College at Buffalo.

The district has made applicatin for funding from the State Education Department to support an Alternative High School Project designed to address the needs of "high-risk" sixteen to eighteen year old students who have exhibited dropout potential. The program is designed to prepare students for the GED while also providing career counseling, job skills training, and placement services.

Piloted this summer and to be expanded during the 1986-87 school year is the State Education Employment Demonstration (SEED) program which identified "high-risk" students at Riverside High School who are potential suspension or "early leavers." The program provided remedial education and a work assignment with the summer Mayor's Youth Corps.

Highlights of the Integration Concerns Committee (ICC), as reported by schools throughout the district, addressed integrating activities as well as establishing mechanisms for decreasing illegal absences and faculty inservices on coping with stress and curtailing tardiness.

At this final meeting of the Secondary ICC, the Superintendent, Board of Education president, Florence Baugh, and Central District Board of Education Member, Mozella Richardson, addressed the committee. As a result of their comments, it was agreed that in the 1986-87 school year, some major concerns would be:

Suspensions - majority vs. minority
Impact of the Regents Action Plan on dropouts

In 1985-86, sixteen ICC meetings were held involving clusters of elementary and secondary schools.

The Buffalo City School District, in cooperation with State University of New York at Buffalo staff, has been developing a program through a planning grant provided by New York State Assemblyman Arthur O. Eve. Plans are underway to develop legislative suggestions for programs designed to address the needs and concerns of "high-risk" students to assure their completion of courses and Regents Comprehensive Tests required for high school graduation.

The Comprehensive School Improvement Plan (CSIP), a program developed by every school in the district, outlines alternative measures in solving problems prior to student suspensions. In addition to the traditional treatment of discipline problems at the building level, such as parent conferences and student-teacher counseling relationships, schools proposed such needs as the following: student involvement in writing a handbook of procedures and inservice by special education teachers for regular education teachers with discussion of ways of handling inappropriate behavior (see Appendix J-I).

The Intensified Learning Class (ILC) now operates in Buffalo Public High Schools as a preventative measure to long-term suspension. Where academic or disciplinary problems exist and a tense emotional situation develops, techniques to diffuse the situation are used. Learning takes place in an isolated atmosphere where negative factors and external stimuli are reduced as well as social and emotional interaction between students. The ambiance of the room is designed towards purposeful thinking and actions.

The assignment and control of flow in and out of the ILC is the responsibility of the principal to assure appropriate placement. However, the teacher is the key factor in establishing a controlled learning atmosphere. Normal academic work is treated on a one-to-one basis. At the same time, the teacher acts as a mentor and advocate, as a listener, allowing time for the student to talk through problems, and as a guide, helping the student find purposeful solutions. The teacher provides the principal with an evaluation and recommendation for re-entry into regular classes.

In the ILC, the largest number of placements occur at the 9th and 10th grade levels. Intervention at the 7th and 8th grade level was also indicated, due to peer pressure at this "junior high" age. Pilot programs have been initiated. These programs will be expanded in elementary schools. Again, key factors are the structured control of flow in and out of the ILC by the principal and the ability of the teacher to provide a receptive atmosphere and maintain continuity for academic accomplishment. The average time spent in the ILC varies from 3-5 days for the individual. The ILC class does not replace or circumvent the ordinary treatment of minor discipline problems. However, if discussions between teacher and student, student and principal, or principal and parent conferences fail to produce positive change, the ILC provides one more dimension for treatment of disciplinary problems before suspension proceedings need to be initiated.

Maintaining concern for student needs and continuity of instruction in the Intensive Learning Class is one of many attendance intervention programs throughout the school district that has contributed to a 91.79% average daily attendance rate for 1985-86. This shows a 3.02% gain over the 1984-85 rate and is the best attendance rate of any large urban district in New York State.

HANDICAPPED

The needs of students in the Buffalo Public Schools currently are more carefully identified than in the past. Staff members are assisted in fine tuning diagnostic steps by the procedures and regulations for Special Education placement, more clearly defined by the State Education Department, from 1979 and to the present. These regulations require a larger measure of objective data and parental input as a supplement to the individual psychological testing given each child. The school must support each referral with class papers, standardized tests, teacher log, anecdotal record, and data showing that instructional alternatives have already been provided for the child, but to no avail. Parents receive from the school, as part of the first step in the referral process, information about their child's educational difficulties. The Special Education Training Resource Center (SETRC) then contacts the parents, encouraging them to attend information pre-COH-meetings to become aware of their rights under the law and familiar with the process and procedure for the upcoming Committee on the Handicapped meeting.

In addition to the school's data, the Committee has a current medical report on the child and the results from testing administered by a psychologist, speech teacher, and educational tester. These three individuals are district personnel not associated in any way with the referring school. Their reports are current, many times being based on tests and observations given a week or two prior to the COH meeting. If the child is currently receiving assistance from an outside agency, Children's Hospital, a counselor, or a psychologist, a representative from the agency is also asked to attend. Parents may have anyone in attendance who can provide information about their child's development. Committee members present their respective findings on each child, listen to parents, advocates, and external evaluators, discuss the data, and then vote to identify a child as handicapped or not.

Voting on the placement of a child in Special Education is done by COH members who are not associated with the school and the parent representative who sits on the COH panel. The classroom teacher and the principal do not have a vote. Should a child be recommended for service, his parents are advised of the due-process rights available for appeal. These steps are followed for all referrals.

Despite such a thorough and extensive review of each child's academic performance, it is possible that children who exhibit behavorial problems and/or whose test results indicate a need for Special Education could be suffering from a developmental lag. They could be experientially or linguistically deficient. In addition, they may be on the borderline of need and their test scores reflect the five percent error common to standardized tests.

For these children, placement in a class having ten or twelve students, a specially trained teacher, and in some cases, an aide, affords them the extensive personalized attention they need at this point. The important factor is that the entire process of placement and instruction has a system of checks and balances.

The classroom teacher, after studying all of the background information on the child and the Phase I prepared by specialists from the Special Education Department, writes an Individualized Education Program (I.E.P.), also known as Phase II, for each child. This I.E.P. is finalized at a parent conference held within the first thirty days of the child's entrance into a Special Education class (Appendix J-I).

The parent is informed of all the auxiliary services which the COH determined the child needed, such as: Speech, Counseling, Physical Therapy, Occupational Therapy, Language and Experience Enrichment, or other adaptive devices. Contact is maintained throughout the year between the school and the parent and any involved outside agencies. Parents have many conferences with the school throughout the year and also attend a formal conference at the end of the year with the teacher to access how well the child has met the instructional and behavioral objectives.

The classroom teacher and parents have met with the COH members for the Annual Review. At this time, each child's progress is intensively reviewed, the child possibly retested, and a decision is made as to the child's program needs. This same type of re-evaluation is available to any parent or teacher at any time during the interval between Annual Reviews, if thought necessary.

Built into the process is also a Triennial Review. This review, to occur three years from initial entry into Special Education, is concerned with student progress since initial placement and is basically constituted as another initial examination and involves again the classroom teacher and district personnel. Parents are informed of all of the steps and are strongly encouraged to provide input and to become actively involved (Appendix J-II).

Regardless of the handicapping condition, the individual instruction afforded each child, and the extensive resources available to each class, the primary objective is to get the child back into a regular classroom situation.

The district has taken steps to facilitate this return. Each Special Education class uses the curriculum and program of the school, e.g. Early Childhood Centers, Magnet Schools, etc. Classrooms are equipped with the same instructional materials and additional resources not found in the regular classrooms. There is not a different curriculum for Special Education classes. Learning objectives for all students are found in Part 200 of the Commissioner's Rules and Regulations (Appendix J-III). Part 200 of the Rules and Regulations identifies the process and accommodation afforded Special Education students to reach Part 100 objectives. This greatly improves the success of mainstreaming children into a regular classroom situation. Any student whose Phase I states that he is to be mainstreamed and who is in a self- contained class, is mainstreamed for the subjects and the amount of time specified in Phase I. Many more students are offered assistance in a resource room and spend much of their time in regular classes (Appendix J-IV).

Parallel to the self-contained component is the expanded use of Resource Teachers. Each elementary school will have a Resource Room teacher, beginning with the 1986-87 school year. Since it is the intent of COH to place children in the least restrictive environment, having a Resource Room teacher in every elementary school means that many more children will be spending the majority of their school day with their peers in a regular classroom. They will receive supplementary help for a period of time each day, going out of the regular classroom in much the same way that children receive assistance in instrumental music, etc.

Compliance with this procedure is monitored by the Annual Review and the Triennial Review. It is further monitored by the child's parents, who have been told of the child's program at the I.E.P. conference at the beginning of the year. Mainstreamed children and children who remain in a self-contained setting also take all standardized tests appropriate to the age/grade level unless the Phase I states otherwise. These tests give further evidence of academic need and the appropriateness of the program.

All of the many steps cited above: the objectivity built into the identification process, the extensive parental involvement, the ongoing review and assessment of pupil progress, the system of checks and balances and the resources used to insure the least restrictive environment, are in full operation twelve months a year throughout the district and will be expanded in the 1986-87 school year. These are all in support of the care and attention given each Special Class placement and guarantee that the accuracy of each placement is monitored throughout each child's experience.

The following chart shows the distribution of EMR-TMR students in the Buffalo City Schools for 1985-1986. This TMR distribution closely reflects the Buffalo Schools ethnic percentages of minority population of 56.9% and another population of 43.1%

DISTRIBUTION OF EMR-TMR STUDENTS

1985-86 School Year

EDUCABLE MENTALLY RETARDED	Total	Minority	Majority	Female	Male
Number of Students	1,092	814	278		
Percentages		75%	25%		
Percentages: Female/Male				41%	59%
TRAINABLE MENTALLY RETARDED:					
Number of Students	164	98	66		
Percentages		60%	40%		
Percentages: Female/Male				43%	57%

ELEMENTARY SCHOOL PLANS

Since the inception of the Buffalo desegregation plan in September, 1976, various changes have been made throughout elementary schools in the system. Schools were closed; student populations were merged with others to enhance racial balance, and new innovative programs were implemented to enrich the learning process.

The last major change in our school system took place in 1981. In order to keep up with changing times, new technology, demands of society, and to improve the image of schools, each elementary school in the district has developed a program to be implemented in September 1986. These programs are included in Appendix K-1 identified as the Comprehensive School Improvement Plan (CSIP).

Four of the elementary schools cited as having a minority population imbalance have developed, in addition to their CSIP model, developed further plans. These plans were created by teams of teachers, parents, and the administrators of the four schools. They worked with curriculum specialists and the supervising principals during July, 1986 to bring their ideas to fruition. Their plans begin on the following page.

SCHOOL 68

The new proposal for School #68 establishes a pre-kindergarten to grade eight extended day school that will be called Kensington Heights Elementary School. This re-designed school program has been developed in terms of three innovative thrusts.

The first is the provision of an extended day design that would operate from 7:00 a.m. to 5:30 p.m. Any student enrolled in the regular school program will be eligible to participate. The program will be highlighted with story-telling, creative writing, performing arts, crafts, physical/sports activities and outdoor/environmental programs. These activities will be tailored to reinforce the basic academic areas.

A second thrust will be the incorporation of the Early Childhood Center model into the primary grades. Full-day pre-kindergarten and kindergarten programs will also be established. The program will replicate the philosophy, the methodology and the materials of the nationally acclaimed Early Childhood Center program.

The academy model will also be adopted for grades three through eight. Basic to the program will be the concept of the integrated day.

Through the incorporation of three successful models, this new program would offer a unique and attractive model that will enhance the integration efforts.

School #3

BUFFALO-D'YOUVILLE ELEMENTARY INSTITUTION

The School #3 plan for the 1986-87 school year involves the integration of a variety of accredited programs.

The first major change will be the adoption of the Early Childhood Center/Academy model to be housed at a single site. This plan will allow for the use of the the same nationally validated instruction programs, their related materials, and organization designs operational at both the Early Childhood Centers and Academies.

To enhance the program, there will be several high-tech course offerings. The computer training will provide course work in literacy, programming, Basic/Logo, usage regarding instruction involved with reading, math, and writing proficiency. There will also be an on-going occupational awareness program in conjunction with local businesses and tradespeople.

A second programmatic feature will be the introduction of course offerings in computer literacy, programming, and language instruction in both Basic and Logo. Also, computer assisted instruction in reading, mathematics, and writing will be available. Complementing the academic courses, an occupational awareness program will be developed in cooperation with the neighborhood businesses and tradespersons.

The third change to be implemented will be the provision of the extended day. The school will be open to all students in grades pre-kindergarten through grade eight from 7:00 a.m. to 5:00 p.m. Instructional programs will be provided for the participants. Buffalo Teachers Federation endorsement will be sought in exchange for providing placement for children of teachers.

The fourth change will be the involvement of D'Youville College. There will be a College Learning Lab at School #3. This lab will house the house student teachers and college faculty who will be available to work with both the teachers and students at #3. As this program expands, other college resources will become available.

The fifth change will involve an expanded outdoor science program, using the community resources, e.g., the Ward Pumping Station, Prospect and Columbus Parks, etc.

In summary, the new profile of School #3 will be one that provides solid, basic instruction in reading, mathematics, social studies, science, and writing, using the community, the college, and the business world as part of the classroom.

#36 and #76

Schools #36 and #76 have mutually developed what they feel will provide the ultimate in education for children of working parents. The existing bilingual models at the schools will be expanded to include twelve-month child care programs for students from prekindergarten through grade eight. This innovative design will enhance the Early Childhood Center/Academy models by providing instructionally sound child care from 7:00 a.m. to 5:00 p.m.

The child care component will have a solid educational foundation based on the philosophies of the established school program. The instructional program will be coupled with a comprehensive computer literacy program and will offer tutoring in the basic skills.

As a complement to the basic skills program, instruction in instrumental music, drama, gymnastics, cooking, arts and crafts, and recreational reading and writing will be provided. Also, Spanish classes for both children and their parents will be offered.

The total programmatic package will afford unique and innovative educational opportunities for all the students, especially those with working parents.

COMPREHENSIVE HIGH SCHOOL PLAN

The final stages of the Buffalo Public Schools' comprehensive high school plan was presented in our January 27, 1981 Phase III submission to Court. This plan was approved on May 19, 1981 and implemented in September, 1981.

As part of the plan, schools were closed or rezoned. Elemtary feeder schools were changed to form high school districts which reasonably reflected the ethnic composition of the school system. Magnet schools were also formed.

The Buffalo Board of Education recognizes the need not only to continue its comprehensive high school plan but to improve its programs and services in order to address the concerns of desegregation, handicapped students, student behavior, attendance, retention, parental involvement, and community perception of the schools as thoroughly viable institutions. All of the high schools were reregistered by the S.E.D. over a period of three years from 1981-82 to 1983-84. Examples are in Appendix K-II.

In September, 1986, a variety of unique programs will be phased in in each academic high school. Samples of plans are in Appendix K-III.

Incorporated in all of the academic high schools will be the following:

1. Continuation of the BESTT Plan (Buffalo Educators Study Teaching Together). Classroom management training would

provide increased student success through improved staff morale. Results of the program will be a better prepared and more aware staff, improved instruction and student discipline, increased student retention, as well as better attendance and enhancement of the school's image. (See Appendix G-III.)

2. An expanded Guidance Program. For each high school, the elementary feeder schools' guidance program would be incorporated with those of the high schools into a single program.

The process would involve instituting a Guidance Center to service each high school and its feeders. Counselors would be assigned directly to the schools (e.g., if six counselors were assigned to a school, four of them would spend two days per week at the high school and three days at the feeder schools.)

As a result, the program will resolve articulation problems that often develop between high school and feeder schools since the same counselors will service both schools. Other benefits include a closer connection between the high school and its "feeders", more accurate information regarding incoming students, more accurate presentation of available high school programs, greater ease of transition of students to a high school setting and enhancement of a school's image.

3. Incorporation of the Carnegie Summer Program at all High Schools. This program is a six week intensive skills

training course for students prior to their freshman year. It frees the regular classroom teacher so that he/she may concentrate on content during the school year instead of interrupting the flow of the course with drill on skills.

4. Tutorial Program. Tutorial programs scheduled after school are often in competition with extracurricular activities, student jobs and home responsibilities. Since certain courses are major stumbling blocks for students, scheduling tutorials during the school day will decrease student anxiety levels. The process will involve identifying courses with a 40% failure rate and scheduling subject matter-intensive tutorials in lieu of study halls, identifying students with special interests and taking half-credit courses.

This program will result in academic success, more Regents diplomas, an improved retention rate, and improved staff morale.

5. Scholastic Aptitude Tests. Starting with the seventh grade, a course in test-taking skills will be implemented, followed by S.A.T. preparation classes offered through the twelfth grade. This program will yield improved results on standardized testing and, consequently, a greater number of Regents scholarship winners.

6. Selected Eighth Grade Students Offered High School

Credit Courses. The Regents Action Plan mandates that eighth grade students be given the opportunity to earn high school credit. Offering courses in a high school setting will introduce students to the school and aid in recruitment and community relations.

7. Parent-Community Involvement. Parents, students, community and school all share responsibility for the student's success. For various reasons, lack of communication between parents/guardians and the school has sometimes produced a sense of isolation and dislocation of students' growth. Getting parents and/or guardians involved in the educational process is integral to the success of any secondary school program. A major part of recruiting and enrolling students into the academic high school must be an attempt to re-commit and re-connect the parents/guardians and the school.

The process would involve persuading parents/guardians to monitor their child's attendance, punctuality, completion of assignments. Staff tasks would involve progress reports, report cards, student conferences, phone calls, and conferences when necessary.

It is expected that the results of these efforts will be a shared responsibility for students, a dimunition of the feeling of futility or frustration among parents and a renewed sense of common purpose.

8. The development of an active alumni group is recommended to assist wherever their expertise may clarify, expand or re-invigorate an educational issue, area or direction.

Another model to be implemented in selected secondary schools for the purpose of expanding student choices will be the Distance Learning Project. The interfacing of ten schools in urban, suburban and rural areas will allow students of all races to share the same teaching-learning experiences. This method will expand the horizons of the school's student and teaching populations and for the first time truly equalize educational opportunity.

Beginning in the fall of 1986, the Buffalo Public School System will participate in the replication of the Delaware Chenango BOCES Distance Learning Project - Advanced Placement Calculus. The project will be available at ten sites, half of which will be located in the following Buffalo high schools:

Grover Cleveland High School
Lafayette High School
South Park High School
Bennett High School
Buffalo Academy for the Visual and Performing Arts

The other five sites will be in rural and suburban districts

"Telelearning" will enable urban, suburban, and rural students to be electronically grouped in the same calculus class. Except for physical presence in the same classroom, total interaction among students will be facilitated by the program. Students' voices and computer work, as well as seatwork sketched on special drawing tablets, will be transmitted by the system.

A local conference calling system, employing the Houghton College Microwave Network, will be used for transmission. One teacher at the university level will teach the course.

This exposure of teachers and students will enrich the total instructional environment for the participating schools.

Another aspect of the school improvement plan is the evaluation and review of each of the instructonal departments. All subject area administrators have identified their programmatic goals and needs. Recommendations have been included to provide possible remedies, ultimately implementing an effective total school improvement program. See Appendix K-IV for each department's plan.

BENNETT HIGH SCHOOL

Improvement of instruction is the main focus of the Bennett High School proposal. This will be done through a variety of creative efforts.

A school-wide homework policy would be established in the academic areas - English, History, Mathematics, Science and Foreign Languages - which would require all teachers to assign daily and weekly homework in each class - with due dates. A percentage of the students' report card grades would be derived from homework assignments.

A leadership course for potential student leaders would be implemented for the Fall 1986 semester. This program is designed improve communication skills in order to strengthen school spirit and develop a positive school climate. Students would receive help in improving writing skills in order to contribute to school publications, and to gain the confidence necessary to organize and lead school clubs and organizations.

The coordinators in each subject area would aid in the design and implementation of a procedure for increasing the number of students passing exams; the goal is an increase of at least 10%. The goal for each teacher would be set and strategies for meeting the goals will be discussed. Comparisons of June

1986 and June 1987 exam results would be used to evaluate this goal.

It is proposed that guidance counselors will explain the value of a Regents diploma and the requirements thereof to all students, beginning with the incoming ninth graders. The goal is to increase the number of students receiving Regents diplomas to meet the New York State standard of 40%.

On-the-job training opportunities to help students find jobs relevant to their current education and future goals is another objective at Bennett High School.

Increased enrollment of students in the International Studies magnet program is planned for the September 1987 school year. Students will be actively recruited beginning with present seventh graders. Students with special requests for languages such as Hebrew will be actively recruited.

A recruitment program for the purpose of attracting students to the Computer Magnet program will be implemented in September 1986. A professional recruitment program, "Road Show" would be taken to elementary schools to introduce students to the computer program. A letter telling students about Bennett's program will be sent to students who have received rejection letters from Hutch Tech and City Honors. A school resource computer center for word processing, data processing, spread sheets and information retrieval would also be developed.

A Law magnet program will be formalized prescribing a course of study for students to be submitted to the Board's Program Committee. A Mock Trial Team will be established to compete against other schools.

A program designed to complement the magnet components will be available through the auspices of State University at Buffalo Bennett students will take their classes in Art, Music, Physical Education, etc, at the high school and the basic subjects at the university. In this manner, they will be able to have course work in the Arts and humanities that would not be readily available, e.g., the study of the Chinese or Japanese languages.

In conjunction with all magnet programs, two "Career Nights" focusing on future careers within the programs will be established for the second semester; this would give students an opportunity to obtain information from local leaders about their chosen fields.

GROVER CLEVELAND HIGH SCHOOL

McDonald's Management Training-Partnership with McDonald's

This program will be phased in beginning with the incoming ninth grade class for September 1986. The Introduction to Occupations course would be modified to include twenty weeks of instruction in "McDonald's Institute". a management training course.

In September 1987, this group would provide McDonald's Food Service at Grover. In conjunction with this course, there will be increased student enrollment in computer classes and the "McDonald Institute" will be established as a one-credit course in Management Training.

For September 1988, a Manager Assistant Program - for one credit of Work Experience - will begin; this program will be conducted in conjunction with McDonald's Managers and Supervisors. In the summer of 1988, students will be placed in jobs by McDonald's, and receive one credit of work experience.

Students will be placed as "shift managers" at McDonald's, beginning in September 1989. At this time, capable seniors in the McDonald Management Training Program would be able to enroll in the Erie Community College City Management Program in the areas of:

1. Small Business Management
2. Retail Management
3. Food Service Management
4. Building Management

In addition to the McDonald's Institute, other measures have been proposed to improve Grover's instructional program.

To improve the post-secondary participation of students from Grover a partnership with E.C.C. City will be established. This fall, a tutorial program will be set up in which E.C.C. City students will tutor Grover students.

In the Spring of 1987, a full day orientation for Grover eleventh graders will include classroom visitations at E.C.C. City. Seniors will be allowed to enroll in a maximum of two courses at E.C.C. in areas where success can be projected.

An exchange program for teachers between E.C.C. City and Grover as guest lecturers would also be developed.

Those students who exhibit an interest, aptitude, and ability in course work and internship would be given the opportunity to participate in Leadership Training for business executive positions. Credit courses would be offered at Grover Cleveland and taught by business executives from McDonald's, Charles of Commerce, as well as business teachers. Beyond the two year college opportunity would be enrollment in Medaille and/or D'Youville Colleges in advanced business and leadership courses. After completion, students will then be capable of entering the business world with an opportunity to advance to high level positions.

LAFAYETTE HIGH SCHOOL

It is proposed that the enrollment of the present Academy of Finance be increased. This concept is a nationally demonstrated success an in partnership with Buffalo State College, the business community and the Alumni Association. It is likely to attract students who might have opted for private secondary education. The expansion would result in a greater number of student internships in local firms, guaranteed employment with cooperating businesses, advanced-placement college admission and improved school-community relations.

Lafayette High School was the pilot school for the Carnegie Summer Program. Due to the success of this program, it will be expanded to include all students identified as achieving below grade level. An afternoon component will accommodate students attending summer school. The results of this program have been well demonstrated and will be implemented in every high school next year.

KENSINGTON HIGH SCHOOL

1986-87 will be of special significance to Kensington because of its fiftieth year celebration. One goal is to enhance the image of the school, increase school spirit and establish good public relations.

Surveys indicate that service-oriented occupations are the thrust of the future. Kensington will have a program to give students a background which will prepare them for this type of occupation from entry-level jobs to administrative positions. The program will include career exploration, skill development in various fields, test-taking techniques and a course in critical thinking to better prepare students for S.A.T., Civil Service and other tests relevant to public/personal service careers. This component will feature three major strands: one leading to enrollment at Buffalo Vocational Technical Center (a new security/criminal justice program will be phased in over four years in a joint effort by B.V.T.C. and Kensington) a second leading to work experience and the third to advanced education in an institute of higher learning.

A preparatory school similar to South Park Prep will be established for ninth grade students who elect to attend Kensington High School. After school, time will be available for remediation or enrichment. This will give students an opportunity to take art or languages which do not fit into their schedule. Students interested in interscholastic sports will join Kensington's varsity teams and intramural sports will be provided at the Prep building.

Students interested in computers, band and chorus will be bused to Kensington main building for these courses. They will also be able to participate in all extracurricular and special events at the main building.

Additionally, those students graduating from the Elementary Science Magnet wishing to continue their intensified science program will be able to do so at Kensington. This will be implemented by having the students attend the State University at Buffalo for their science and mathematics courses, courses that are articulated with their past studies. Other classes in art, practical arts, music, physical education, etc. will be available at Kensington.

SOUTH PARK HIGH SCHOOL

The South Park Plan for 1986-87 involves instructional program improvements, primary goal statements, specific objectives for each goal area and activities developed to meet each objective. The three areas to be addressed are the improvement of student achievement, integration/desegregation concerns and the aspiration level of students.

The plan enumerates a number of needs which must be met to improve student achievement. They relate to the following areas:

a. passing percentages on final examinations

b. percentage of students graduating and receiving Regents diplomas

c. integration of the Prep School (ninth graders housed at the former School 67) and the main building program

d. raising staff expectations regarding student performance

e. improvement of homework assignment completion

f. decision-making by students regarding course selection

g. increased involvement by the business community in the school program

h. increase interdisciplinary approaches to instrucion

To meet these needs, the plan recommends restructured course offerings in the technological fields to help retain students who might otherwise leave school and take marginal jobs; this job relevant training would be designed to improve the retention rate. It suggests the utilization of closed circuit television to facilitate networking via a TV monitor in every classroom. It proposes a permanent liaison between the Prep School and the main building. The plan also would implement an after school program to offer course enrichment, homework tutorial assistance, study skills, S.A.T. preparation and course awareness.

The second needs area is that of integration/desegregation. The plan sees a very real need to improve awareness and interaction among ethnic and cultural groups and to improve staff cohesiveness. The planning committee proposes to provide help in these areas by increasing the number of cross-cultural experiences of the student body and staff by means of field trips, speakers, the studied use of community institutions and resource persons.

The third need of South Park has to do with the aspiration level of the students. This involves motivating students and staff to strive for excellence and to experience the satisfaction and fulfillment of achievement. It is also recommended that students become involved with the business community through the development of a cross-visitation program with businessmen, professionals and alumni in various fields of endeavor.

RIVERSIDE HIGH SCHOOL

During the spring of 1986, the entire staff of Riverside High School was involved in developing the school's Comprehensive School Improvement Plan.

The 4-1 program (four regular classes, one Regents Competency for each teacher) in Language Arts will be expanded to include remediation in basic skills to ninth and tenth graders identified by classroom teachers as in need of special help.

A new 4-1 program will be initiated in Mathematics. Students assigned to Regents Competency classes will be those ninth graders in General Math who have been identified as needing help in basic skills. Eventually, any student experiencing difficulties in any Math course will receive extra help.

In direct response to the problem of students who leave Riverside before graduation, the following efforts were made and will continue:

a. an exit interview with parent and student to notify them of alternatives for obtaining a high school diploma

b. a letter sent two weeks later , again notifying the parent and student of alternatives

c. a phone call by the assistant principal after three weeks.

d. a letter sent after three months by the attendance office staff to any student not enrolled in a program or working full time.

The S.E.E.D. project for dropout prevention will be continued on Saturdays during the school year. Students attend basic skills classes for three hours each Saturday and work for three hours each Saturday afternoon. The students will be paid for six hours. High risk students who are potential early leavers will be identified and encouraged to remain in school.

The Pupils Achieving Scholastic Success (P.A.S.S.) concept will be expanded to all ninth grade students. Classes in the four core areas of study will be limited to twenty students. Teachers will be inserviced in the techniques of cooperative team learning and a study skills teacher will be an integral part of the teaching team.

Since the employment climate is changing from industrial-manufacturing to service-oriented industries, a program will be structured with the cooperation of local businesses and institutions of higher learning. Availability of a range of business electives will provide flexibility to explore areas of particular interest. In addition to college preparatory courses, students will be prepared for management training positions. An elective course in civil service examination preparation will be made available for those students who are not college bound.

Student attitudes, sense of belonging and loyalty to school are affected by the proximity of the school to home. A large number of minority students who attend Riverside are from the old #23 district. If one of these students misses the "tripper" which comes directly to school, that student must take a long walk from the Pacific Loop on Hertel Avenue to school through a predominantly white neighborhood. Often students choose to remain home. In order to alleviate this problem, Metro officials will be contacted to explore the possibility of rerouting the bus line past the school.

To enable students to participate in extracurricular activities, a special bus will be provided after school to ensure that students get home safely and efficiently. Transportation will also be provided to parents in order to increase their participation and involvement in the school.

In order to attract more majority and female students to Burgard Vocational High School, Buffalo has instituted a number of programs:

1. Air Traffic Controllers program, which prepares students for careers in six basic programs:
    a. air traffic controller (salaries of over $50,000 annually)
    b. flight engineer
    c. professional pilot
    d. flight dispatcher
    e. air traffic assistant
    f. other non-mechanical, aviation-related occupations

2. Airframe and Propulsion program , which prepares students (after a fifth year) to become FAA-certified A & P mechanics.

In order to comply with FAA regulations for this program, the district must maintain its own hangar facility and runway.

3. A new course which will train students in inventory control, especially in the automotive area. Computers will be used as part of this program. This course should attract more females to the school.

4. Upgrading of automotive program with expansion of the building and the addition of new equipment, including five new automobile lifts.

In addition to the above, $1.705 million has been expended on the addition to the building, which includes painting, renovation, plumbing, etc. This school year (1986-87) the electrical system will be updated.

There is an ongoing recruitment program, including a video tape, to attract majority students and upgrade the image of the school. Burgard's ATC program has been especially successful. (See Appendix K-V) Some majority students were attracted from the suburbs (Lancaster and Amherst). ATC students lead the school academically. (See Appendix K-VI)

Burgard is also arranging for two teachers to fly to the Robert Goddard Rocket Center in Maryland and look into NASA's rocket program, designed for high schools.

Two teachers visited Beaver County Community College which also offers an ATC course. Burgard will offer a program that is as good, if not better than Beaver County. The same two teachers have flown to the FAA-ATC Academy in Oklahoma City to review their program so that Buffalo's program will be compatible with theirs. Personal contact with the FAA control Tower manager and other FAA administrators has given our students access to the control tower.

Teachers are allotted time to recruit from the elementary schools with the purpose of attracting majority students and are alloted time to develop attractive curricula.

Cookouts and open houses - plus positive press, - have all drawn a heavy proportion of majority parents to inspect the school and its offerings. A special consultant has been employed to implement this program. Every avenue is being explored to upgrade Burgard's image and attract majority and female students to Burgard.

OCCUPATIONAL EDUCATION

Changes in the labor market and the development of high tech industry has necessitated a complete review of the Occupational Education Programs for the students in the Buffalo Public Schools.

We have attempted to keep abreast with current technology by implementing program such as Cad/Cam, Aquatic Ecology, Robotics, Computer Maintenance, Air Traffic Controller, Air Frame and Power Plant Programs; but it is obvious that this is only a beginning. A recent survey of the equipment in the vocational schools demonstrated a dire need for up-dating and replacing the equipment. To further illustrate the extent of the problem, testimony was given by the five large city school districts to the State Legislators in Albany in April 1986, regarding the age of the equipment, in an effort to obtain more funds for this purpose. It was stated at that meeting that Buffalo has equipment dating back to the 1939 World's Fair.

To effectively recommend change will require involvement from the business and/or industrial community. A blue ribbon panel will be selected from all areas of society, to review our current programs and to recommend appropriate revisions and new directions for the Occupational Programs.

BUFFALO PUBLIC SCHOOLS-
OUR BUILDING STOCK
APPROACHING THE TWENTY-FIRST CENTURY

Unless a bold initiative is taken, the average age of our school buildings will be 64 years at the turn of the century. Twenty percent of our schools were built before 1920 and thirty nine percent were constructed between 1920 and 1930 (Appendix L-I).

It is clear as we approach the twenty-first century that we will be unprepared to meet the educational needs of our children because of an obsolete, decaying physical plant. A conservative estimate of the replacement value of our school buildings is $608,000,000.00. Our capital request each year has an average value of $6,000,000.00 which is approximately 1% of the replacement value. If our capital requests were granted and a program could be carried out at the rate of 1% per year, it would take 100 years to complete the task. This approach would be similar to a homeowner with a property valued at $40,000.00 spending $400.00 per year for maintenance and repair.

To bring our present condition into perspective consider that great number of buildings constructed in the twenties. Let us compare circumstances at that time with the present and consider expectations for the twenty-first century.

The "Roaring Twenties" were indeed everything that has been said about them and more. The City of Buffalo was enjoying unprecedented growth and prosperity. "The war to end all wars" was over. Vaudeville was in its heyday. City Hall was designed. A mass produced automobile was offered. School buildings were being built three stories high with no consideration for energy conservation or access for the handicapped and with no provision for changes in educational philosophy or modification of program requirements.

No one could predict that in the next sixty years a fund of knowledge would amass greater than all previously recorded in the entire history of mankind. The advance of technology during this period boggles the mind. For our purposes here, it is only necessary to mention a few developments, such as, sulpha, penicillin, the Salk Vaccine, splitting the atom, Hiroshima, atomic energy, space exploration, and Star Wars. In addition to the technological advances, adjustments in the social order of things have been revolutionary and, unfortunately, the pain that man has inflicted upon man during this period has often been beyond comprehension.

Considering all the above, it is inconceivable that the fundamental environment for learning beginning with the classroom has not changed in sixty years. One teacher and so many students are in the same classroom. A physically handicapped child still cannot get into the building, not to mention reaching the second and third floor.

In the year 2000 it is possible that any and all programs will be available to all children through readily available technology. Now is the time to bring our aging facilities into the Eighties and beyond so that our children will be well prepared to enter the twenty-first century (Appendix L-II).

MANAGEMENT IMPROVEMENT PROJECTS

Progress on the Management Improvement Program undertaken by the Board of Education in response to the initiative of the Superintendent of Schools is as follows:

1. In the area of Management and Fiscal Control: the goal was to accomplish significant improvement in the quality and integrity of the financial reporting methods of the Buffalo Public Schools as well as in the execution and timeliness of daily record keeping transactions. In this area there were eight objectives and all of the original objectives have been met.

2. In the area of Communication between the Board and City: the goal in this area was to provide information to the City of Buffalo in a format which specifically addresses the needs of the City. In this area there were three objectives and all of these objectives have been met.

3. In the Board's quest for Additional Funding: in the past two years the Board has not sought additional funds as a result of underfunding of the desegregation program.

4. In the area of Transfers: in this area the Board has assumed the responsibility for adjusting its initial budget request to reflect actual expenditures and has improved the justification and accounting for transfers both within and between funds. In this area there were nine objectives and all of these objectives have been met.

5. In the area of Candor: in this area the goal was to demonstrate integrity in its financial representations to the City which will be accomplished through improved communications between the various departments within the Board and the City of Buffalo. In this area there were four objectives stated. All of these objectives have been achieved.

6. In the area of Encumbrances: in this area the goal was that initial budget requests would be satisfactorily justified so that the fact of the end-of-the-year encumbrances would no longer be a problem. In this area there were three objectives. All of these objectives have been met.

7. In the area of Justification of Increases: the goal in this area was that the Board would provide documentation in a readily accessible manner which will justify the additional monies it seeks in this budget. In this area there were three objectives. All of these objectives have been met.

In the matter of Management Improvement: in this area the goal was to create an on-line financial system which would make it possible to have an effective and immediately accessible fiscal planning and controls: a system which will produce financial and management reports that are timely, accurate and readable. In this area several activities have been undertaken and are in progress toward the accomplishment of the goal:

1. Expansion of the Data Processing On Line Capabilities: in this area the district has installed and is in the process of installing communication lines and terminal equipment which provides immediate access to the district's accounting records as maintained by computer. Pursuant to plans laid in the 1985-86 and 1986-87 budget, the district is providing additional communication channels and software which will allow all of its departments and ultimately the City to access current files and information regarding certain fiscal and human resource information.

2. In the area of Training: for data processing personnel pursuant to plans laid in the 1985-86 and 1986-87 budgets, the training program for current staff is underway. These staff members have been and are being trained in the State of the Art real time environment.

3. In the matter of Resources; the 1986-87 operating budget provides for the resources necessary for the hardware, software, training, personnel and consultant services necessary for that portion of the plan which can be achieved during the 1986-87 school year.

4. Consultant Services: the district has entered into a second contract with Computer Task Group, Inc., one of the leading computer consulting firms in the country, for the implementation of a State of the Art Human Resources and Fiscal Management Systems which will be installed in the Board of Education over the next two years.

5. Assistant Superintendent for Management Information Services: the job description and some preliminary searching for available candidates has been undertaken but not completed. We expect this position to be filled within the next four months.

6. The Scope of the Audit Function: the Audit staff has been enlarged by the addition of an Associate Auditor. The provision of this position during 1985-86 enabled the district to dedicate audit time to the review of performance of contractors in the transportation program. The result of this review was a savings to the district of over $250,000 in transportation costs.

7. Personnel Services Bureau: recruitment is still underway for Assistant Superintendent for Personnel Services. We expect this position to be filled within the next four months.

8. Director of Employee Relations: the Board of Education has approved the employment of a Director of Employee Relations. The candidate for this job is presently serving the Board under consultant contract until the completion of his clearance for appointment through the Civil Service Commission.